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ABSTRACT

A study was conducted to determine political values of secondary school teachers. Two hundred and two social studies teachers from 24 public high schools in Missouri served as a sample population. The survey instrument contained questions on political involvement and various personal background characteristics. The results indicated that Missouri social studies teachers valued liberalism over conservatism; decentralization of government power over centralization; a controlled economy over a free economy; individually regulated birth control measures over government regulation; concern for underpriviledged groups over self-concern; dissent over acquiescence; and concern for domestic welfare over maintenance of national prestige. The social studies teachers who are older, have taught a greater number of years, belong to a greater number of professional organizations, and have an undergraduate major in history have a greater amount of political involvement and tend to be more liberal than conservative. (Author/DE)

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FINAL REPORT

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AN ANALYSIS OF POLITICAL VALUES AND POLITICAL INVOLVEMENT OF HIGH SCHOOL SOCIAL STUDIES TEACHERS IN MISSOURI

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POLITICAL VALUES AND POLITICAL INVOLVEMENT OF SOCIAL STUDIES TEACHERS IN MISSOURI HIGH SCHOOLS

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ABSTRACT

Statement of the Problem

The primary purpose of this study was to gather data concerned with the political values held by Missouri high school social studies teachers and to develop from this data a profile of the political values of this sample. In order to accomplish this, it was first necessary to construct, validate and determine the reliability of a fifty-item Political Value Scale. This instrument and others constructed were directed toward answering the following questions:

1. What political value factors actually constitute the Political Value Scale?

2. What are the political values held by Missouri high school social studies teachers on each of the identified political value factors, both in terms of central tendency and distribution?

3. What are the personal characteristics of the selected sample of Missouri high school social studies

teachers with regard to the following: age; religion; sex; professional training; parents' occupation'; size of community in which raised; number of years in teaching; number of years in present teaching position; undergraduate major; and membership in professional organizations?

4. What is the relationship between each of the above stated personal characteristics of the sample and the identified political value factors?

5. To what extent do Missouri high school social studies teachers participate in politics?

6. What is the relationship (simple and multivariate) between a political participation dependent variable and the following independent variables: (1) Each identified political value factor; and (2) Each of the above named personal characteristics?

Procedures

A varimax factor analysis was used to determine the validity of the Political Value Scale and seven factors were extracted and labeled as measuring the following specific political values: (1) liberalism versus conservatism; (2) decentralization of governmental power and responsibility versus centralization; (3) free economy versus controlled economy; (4) government regulated birth control measures versus individual controls; (5) concern

for the underprivileged versus self concern; (6) dissent versus acquiescence; and (7) national prestige versus concern for domestic welfare. A Likert-type scale was employed in scoring and mean scores and standard deviations were computed for each value factor.

The Political Involvement Scale consisted of twenty items which could be answered "yes" or "no", and the score on this scale was used as a criterion variable. A simple correlation matrix was utilized in determining the relationship between personal characteristics and the political value scores. A multiple correlation and regression were used to determine if political involvement could be predicted from the political values held and personal characteristics of the sample.

Cluster sampling was utilized, and twenty-four public high schools in Missouri were involved in the study. Two hundred and two social studies teachers served as the sample population.

Conclusions

The Political Value Scale was established as a valid and reliable instrument which measured seven political values with a reliability coefficient of .82.

Social studies teachers in Missouri high schools tended to value liberalism over conservatism, decentralization of governmental power and responsibility over

centralization, a controlled economy over a free economy, individually regulated birth control measures over government regulations, concern for underprivileged groups over self concern, dissent over acquiescence, and concern for domestic welfare over maintenance of national prestige.

The cumulative range of political involvement was relatively high with a mean score of 10.82 on a twenty point scale. As age increased so did the amount of political involvement. The extent of political involvement cannot be predicted from the political values which are held, and the only personal characteristics which were significant predictors at the .01 level were number of years in teaching, number of professional organizations to which one belongs, age, and an undergraduate major in history.

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CHAPTER I

INTRODUCTION

The values which man has internalized are constantly reflected in his behavior. Those values are expressed as he makes decisions concerning events and circumstances based on his concept of what is good and bad or right or wrong. ". . . It indicates a choice, a preference, a judgment of one who makes the choice. . . ."[1] Since these values are so well integrated with all of his experiences, they become fixed features of his personality. If man knows what he values, he can better understand how his decisions evolved. Once man has committed himself to a system of values, his ensuing actions will serve as an influence on himself as well as others. The values each individual expresses will serve as a basis for the behavior which exists in schools, families, religions, governments, businesses, and in all social interaction.

I. THE PROBLEM

Statement of the Problem.--The primary purpose of this study was to gather data concerned with the political

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[1]Harold Taylor, "Students, Teachers, Values," The New Idea in Education, J. A. Battle and Robert Shannon, eds. (New York: Harper and Row, 1968), p. 65.

values held by Missouri high school social studies teachers and to develop from this data a profile of the political values of this sample. In order to accomplish this, it was first necessary to construct, validate, and determine the reliability of a fifty-item Political Value Scale. This instrument and others constructed were directed toward the answering of the following questions:

1. What political value factors actually constitute the Political Value Scale?

2. What are the political values held by Missouri high school social studies teachers on each of the identified political value factors, both in terms of central tendency and distribution?

3. What are the personal characteristics of the selected sample of Missouri high school social studies teachers with regard to each of the following: age; sex; race; religion; professional training; number of years of teaching experience; number of years in present teaching assignment; undergraduate major; size of community in which participant was raised; size of high school in which employed; parents' occupations during participant's youth; and the number of professional organizations to which he belongs?

4. What is the relationship between each of the above stated personal characteristics of the sample and the identified political value factors?

5. To what extent do Missouri high school social studies teachers participate in politics?

6. What is the relationship (simple and multivariate) between a political participation dependent variable and the following independent variables: (1) Eacn identified political value factor, and (2) each of the above named personal characteristics?

II. RATIONALE AND NEED FOR THE STUDY

The school has always been regarded as one of the institutions in our society through which values can be transmitted from one generation to the next. The Educational Policies Commission has commented, "The American commitment of the free society--to individual dignity, to personal liberty has set the frame in which the American school grew."[2] The purpose of the school cannot be determined without giving consideration to the purposes of the society which provides the school, and the purposes of any society are determined by the ideas and institutions which the members of that society value. Thus, the economic, social, political, moral, and aesthetic values which a society prizes are reflected in the school through its philosophy, objectives, and curricula.

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[2]Educational Policies Commission, The Central Purpose of American Education (Washington, D.C.: National Education Association, 1961), p. 1.

The social studies curriculum is especially value-laden. Frankel claims that the social studies are definitely value-laden; therefore, cannot claim to be "neutral or objective."[3] He also suggests that if they are value-free, they are probably irresponsible. Cox and Smith reflect a similar point of view when they comment that the social studies are more concerned with values and the "several dimensions of social phenomena"[4] than any other subject.

A survey of objectives in most social studies curriculum indicates a high priority on goals which are concerned with values. In spite of this implicit or explicit emphasis on values in the public schools, often they are totally or partially ignored, or glossed over in the classroom. The social studies teacher is faced with the dilemma of resolving value conflicts and controversy in such a way as to be acceptable to the many divergent views which exist in our divergent society. As Fenton points out, "Every teacher affects the value system of his

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[3]Charles Frankel, "Needed Research in Social Attitudes, Beliefs and Values in the Teaching of Social Studies," in Needed Research in the Teaching of Social Studies (Washington, D.C.: National Council for the Social Studies, 1964), p. 3.

[4]Frederick Smith and Benjamin Cox, New Strategies and Curriculum in the Social Studies (Chicago: Rand McNally Co., 1969), p. 63.

students whether he likes it or not."[5] Linton and Nelson contend that:

> The teaching of values is implicitly in virtually every aspect of education. Requiring book covers for school books, imposing punishment for tardiness to class, locker inspections for cleanliness and orderliness, . . . imposing clothing requirements and the very necessity of attendance by law are all examples of value-laden education. It is not the question of whether to teach values or not, but rather, which values and why.[6]

"The basic problem of America today is a problem of value."[7] If this is the basic problem in American society today, then it logically follows that it is also one of the basic issues facing the schools. Getzels maintains that value education is one of the major issues facing the schools today[8] and goes on to comment:

> For whatever else the child may be expected to do in school, he is inevitably exposed, implicitly or explicitly to some system of values. And whatever else the child may be expected to learn as he grows up, he inevitably assimilates some system of values. Indeed the nature of his self-identity--his answer to the problem of who he is and where he belongs--depends on the nature of the values he

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[5]Edwin Fenton, Teaching the New Social Studies in Secondary Schools (New York: Rinehart and Winston, Inc., 1966), p. 41.

[6]Thomas Linton and Jack Nelson, Patterns of Power: Social Foundations of Education (New York: Pitman Publishing Co., 1968), p. 85.

[7]James Shaver and Harold Berlak, Democracy, Pluralism and the Social Studies (New York: Houghton-Mifflin Co., 1968), p. 46.

[8]J. W. Getzels, "Changing Values Challenge the Schools," School Review, 65:92-102 (Spring 1957).

> interiorizes. Moreover, whether we will it or not--in fact, whether we know it or not--the choices we teachers and parents make with respect to objectives, curriculum, methods, personnel, and even to the buildings we construct, are founded on some system of values, however subliminally these may function in any particular case.[9]

Generally speaking, valve problems are at the center of political and social disagreements. Yet, there is a marked tendency to neglect explicit dealing with values as we teach about these issues in the social studies. This omission is reflected not only in social studies classrooms, but also in textbooks which are used for the training of teachers for the social studies. Ballinger found in his study of college textbooks used in social studies methods courses that only "one out of eleven authors of textbooks used in social studies methods had anything substantial to say about teaching values."[10]

In spite of the evidence that would indicate that instruction in this area has been slighted, the inclusion of values has always, either implicitly or explicitly, been a part of the social studies curriculum. Values appear to have gained more attention in recent years. Concern is reflected by many segments of our society. Maslow has commented, ". . . the ultimate disease of our time is

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[9] Getzels, loc. cit.

[10] Shaver and Berlak, op. cit., p. 48.

valuelessness."[11] Rogers expresses his concern with the problem of values when he says:

> There is a great deal of concern today with the problem of values. Youth, in almost every country, is deeply uncertain of its value orientation; the values associated with various religions have lost much of their influence; sophisticated individuals in every culture seem unsure and troubled as to the goals they hold in esteem. One does not have to look far to find the reasons. The world culture, in all its aspects, seems increasingly scientific and relativistic, and the rigid, absolute views on values which come to us from the past appear anachronistic. Even more important, perhaps, is the fact that the modern individual is assailed from every angle by divergent and contradictory value claims. It is no longer possible, as it was in the not distant historical past, to settle comfortably into the value system of one's life without ever examining the nature and the assumptions of that system.[12]

Much research is needed in attempting to determine how we can develop a curriculum, and especially a social studies curriculum, which will place more emphasis on explicit value orientation and development. Considerable attention must be given to values which teachers, especially social studies teachers, hold. Allport comments that, "Education for values occurs only when teachers teach what they themselves stand for, no matter what their subject

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[11] Abraham S. Maslow, New Knowledge in Human Values (New York: Harper and Row, Publishers, 1959), p. vii.

[12] Carl Rogers, Freedom to Learn (Columbus, Ohio: Charles E. Merrill Publishing Co., 1969), p. 240.

is."[13] Frankel, addressing social studies teachers about needed research in social studies, made the following observation:

> Preliminary to any rationally devised program of research aimed at improvement of the teaching of the social studies we are required as citizens and as teachers to be clearer than we are now about our own attitudes, beliefs and values.[14]

Each social studies teacher brings into the classroom his own set of values. If a person's position in the social structure, his religious and ethnic background, sex, age, and training are contributing factors to the values which affect his behavior, this information could be useful in helping us to determine why we teach what we do. Havighurst points out that one of the needs in social studies is to have more "systematic knowledge about teachers of social studies."[15] Continuing, he asks the following questions which need to be answered concerning social studies teachers.

> Who are they? What kind of training do they have? What are their attitudes toward social change, the processes of local and state

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[13]Gordon Allport, "Values and Our Youth," Teachers' College Record, 63:211-19 (December 1961).

[14]Frankel, op. cit., p. 5.

[15]Robert Havighurst, "Needed Research on Cultural Background, Attitudes, Knowledge and Training of Social Studies Teachers," in Needed Research in the Teaching of Social Studies (Washington, D.C.: National Council for the Social Studies, 1964), pp. 69-78.

> politics, the functions of government in the economy . . . their social class background. . . . ?[16]

An important part of this study will be to identify some of the personal characteristics of social studies teachers in Missouri and their relationship to the political values they hold.

Scheel has commented that "all people should share in the responsibility for the operation and maintenance of the democracy that makes opportunity possible."[17] This, of course, is the basic premise on which a democracy works.

Richey comments that "values are the intangible bases for behavior."[18] Cay maintains that, "Since one's value system determines, to a large extent, one's behavior patterns in relationship to other persons, teachers need a deep sense of commitment in order to communicate values to pupils."[19] The major focus of this study then is to develop a political value scale which can be used to identify some of the political values which Missouri high school social studies teachers hold. Many scales have been developed which purport to measure political attitudes,

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[16]Havighurst, loc. cit.

[17]Jean W. Scheel, "People to Match Our Principles," Adult Leadership, 18:209-218 (January 1970).

[18]Robert Richey, Planning For Teaching (4th ed.; New York: McGraw-Hill Book Co., 1968), p. 40.

[19]Donald Cay, Curriculum Design for Learning (New York: Bobbs Merrill Co., 1966), p. 116.

but most of these measure only one factor. The most frequently discussed political variable is liberalism-conservatism. However, Survey Research Center Studies found this variable to be considerably less useful in predicting mass political behavior than is often assumed.[20] Other scales attempt to measure only one variable, such as political efficacy, political competence, etc. Therefore, if the existing scales are to be used in this research, only one variable can be measured with each instrument. Consequently, a political value scale badly needs to be created which would meet the following criteria: (1) Measure a relatively broad complex of political values; (2) Determine the underlying values which influence attitudes and behavior; and (3) Be current in terminology and consistent with existing conditions which reflect the value held.

Recognizing that a democratic society is dependent on citizens who participate in the democratic process, and assuming that values are a basis for behavior, another purpose of this study was to determine whether there is any relationship between the political values which social studies teachers hold and the extent to which their political involvement indicates a commitment to those values.

Little research exists which provides us data about

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[20]John P. Robinson, Jerrold B. Rusk, and Kendra B. Head, Measures of Political Attitudes (Ann Arbor, Michigan: Institute for Social Research, 1968), p. 79.

social studies teachers in any of the three areas involved in this study. Yet, no single group of educators has a greater opportunity to help develop political attitudes and values than the teacher of social studies. John E. Morris concluded from his study of values of high school social studies leaders in Mississippi that these individuals did not seem to support "respect for the individual, confidence in the integrity and objectivity of decisions rendered by the courts, and equality of opportunity, as might be expected from such a select group."[21] If one of the responsibilities of teachers of social studies teachers is to help students develop favorable political attitudes and clarify their own value systems, then the attitudes and values of the teachers involved will be a crucial factor in how well this task is accomplished. However, at the present time we do not know what these values are, what personal characteristics influence these values, and to what extent the values held relate to political involvement. Curriculum planning in social studies which meets the needs of students and society must take into consideration not only <u>what</u> is taught, but also <u>why</u> certain choices are made in determining subject matter content, materials to be used, techniques of instruction,

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[21]John E. Morris, "Values of High School Social Studies Teachers in Mississippi (unpublished Doctor's dissertation, University of Mississippi, 1969), p. 67.

and the climate of the classroom. If the rationale behind these choices is more clearly understood, then curriculum planning and instructional procedures should assume new and more enlightened dimensions. In order for this to occur, we must know more about social studies teachers than we presently know.

III. ASSUMPTIONS

The following assumptions have been made in this study in regard to social studies teachers, schools, values, and the social studies curriculum:

1. All people have values.

2. These values are expressed implicitly and/or explicitly in behavior such as voting, political and social involvement and attitudes, and can be measured through scales designed specifically for this purpose.

3. Every teacher affects the value system of students overtly and/or covertly, intentionally or by design.

4. The frame of reference which each social studies teacher brings into the classroom will be reflected in his expressed attitudes and underlying values.

5. Participation in political and social activities in which social studies teachers engage reflects a deeper commitment to a value system than non-involvement.

6. Social studies teachers are knowledgeable of the people, events, policies, and conditions which are the

value referents of the fifty items in the Political Value Scale.

IV. DEFINITION OF TERMS

In order that the reader may more readily understand the language and interpret the data in this study, definitions of some frequently used terms are presented.

High School. Any public secondary school that included grades ten, eleven, and twelve in the organization. Schools of the "9-12" and "10-12" organizational patterns will be considered as high schools.

High School social studies teachers. Teachers who spend at least one-half of their time teaching social studies classes in public high schools in Missouri.

Social studies curriculum. Those studies which include the many social science disciplines which attempt to provide understandings about man, his nature, his basic needs, the social organizations he has developed, and his relationship to his social and physical environment.

Political involvement. The extent to which an individual has participated in the political process as indicated by voting habits, working in a political party, and working for a political candidate or political issues and participation in selected community affairs.

Values. "A value is a conception, explicit or implicit, distinctive of an individual or characteristic

of a group, of the desirable which influences the selection from available modes, means and ends of action."[22]

Value commitment. Any behavior which indicates that the value held is important enough to the individual that he will exert effort to act upon it.

V. LIMITATIONS OF THE STUDY

1. The political values included in this study are confined to those factors extracted through factor analysis from the fifty items constituting the Political Value Scale and does not purport to include all political values which social studies teachers may hold.

2. Since the scales to be used in collecting the data were personal in nature and longer than might be desired if an adequate return was to be expected, schools rather than social studies teachers were randomly selected, and participation of social studies teachers within those schools was requested. Consequently, this method of cluster sampling may not have provided quite as broad a representative sampling as might have occurred had teachers been randomly selected. (Any generalizations which are made will be made accordingly.)

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[22]Clyde Kluckhohm, "Values and Value-Orientation in the Theory of Action," Toward a General Theory of Action, ed. Talcott Parsons and Edward Shiels (New York: Harper and Row, Publishers, 1951), p. 345.

3. The number of variables in the Political Value Scale was too large for the number of subjects involved, and a factor analysis on the same scale with a larger number of subjects might somewhat alter the number of factors and the clusters.

VI. AN OVERVIEW OF THE STUDY

The statement of the problem, the need and purpose of the study are described in Chapter I. The assumptions, definition of terms and limitations of the study are also explained in this chapter.

Chapter II contains a review of literature and research related to values and the literature related to the personal characteristics and extent of political involvement of teachers.

Chapter III explains the way in which the instruments for gathering the data were constructed and validated, and the statistical procedures which were to be used in the analysis of the data.

Chapter IV consists of the analysis of the data collected for the purpose of answering the research questions initially posed in this study and constitutes the major part of this dissertation.

Chapter V is a summary of the study, and includes the conclusions and recommendations which evolved from this study.

CHAPTER II

REVIEW OF RELATED RESEARCH

INTRODUCTION

Much of the literature which deals with values does not clearly delineate between attitudes and values. Shermis points out that, "All cultures pass on attitudes, beliefs, wishes, desires, and other modes of thought synonymous with values."[23] Kluckholm has defined value as follows:

> A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means and ends of action.[24]

He also makes reference to the fact that the literature does not indicate that there is a great deal of agreement in the way that value is defined.

> Reading the voluminous . . . literature . . . one finds values considered as attitudes, motivation, objects, measurable quantities, substantive areas of behavior, affect-laden customs or traditions and relationships such as those between individuals, groups, objects, events. The only general

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[23]Samuel S. Shermis, Philosophic Foundations of Education (New York: American Book Company, 1967), p. 111.

[24]Kluckholm, op. cit., p. 395.

> agreement is that values somehow have to do with normative as opposed to existential propositions.[25]

Anthropologists, psychologists, philosophers, and sociologists all seem to use the word "value" in different ways. Kluckholm says that anthropologists use the word "vaguely" and quotes Ralph Linton's definition of value and attitude.

> A value may be defined as an element, common to a series of situations, which is capable of evoking a covert response in the individual. An attitude may be defined as the covert response evoked by such an element.[26]

Allport, a psychologist, comments that, "Values, as I use the term are simply meanings as perceived as related to self."[27] Then he defines attitudes as:

> A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations to which it is related.[28]

In order to alleviate confusion in regard to the use of the terms "value" and "attitude" the term "value" will be used throughout this study.

In reviewing the literature related to values and their implications for the public schools, and especially

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[25] Ibid., p. 390.

[26] Ibid., p. 421.

[27] Ibid., p. 423.

[28] Ibid., p. 421.

for the social studies teacher, three things become readily apparent. First, there appears to be extensive concern among all segments of the American public about the role of values in education. It is of special concern to educators and specifically to social studies teachers. A second observation is that although social studies teachers have indicated concern about the teaching of values, not all of the new social studies curricula reflect this concern. Very few adequate methods and techniques have been developed for use in social studies for teaching about value-laden issues. Finally, a review of the literature indicates that there is little known about the values of social studies teachers, nor has there been any significant attempt to determine the economic, social, and ethnic backgrounds of social studies teachers specifically.

In the review of the literature which follows, the first section deals basically with research related to personal characteristics and background of teachers, political involvement, and some political beliefs of teachers. The following sections deal with research related to values. This includes research relating to values as they affect behavior, the role of institutions in the development of values, teaching models and strategies which have been developed for the teaching of values and the methods of classification and measurement of values.

I. RESEARCH RELATED TO PERSONAL CHARACTERISTICS, BACKGROUND, POLITICAL INVOLVEMENT, AND ATTITUDES OF TEACHERS

The personal characteristics and background, the political involvement, and research related to political beliefs are of particular concern as we attempt to identify some factors which influence or determine what values teachers hold.

Coffman reported in 1911 that 52 percent of teachers had come from farm background.[29] The National Education Association reported in 1957 that 32 percent of teachers had come from farm homes.[30] Warner estimated in 1953 that 94 percent had middle class origins[31] and McGuire and White estimated in 1957 that 79 percent of the teachers in Texas had middle class origins.[32]

Best reported in 1948 that in his study of 214 seniors planning to teach 25 percent had reported their fathers were business proprietors, 17 percent were in the professions, 17 percent farmers, and 27 percent reported

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[29] W. W. Charters, Jr., "The Social Background of Teaching," Handbook of Research on Teaching, N. L. Gage, ed. (Chicago: Rand McNally, 1963), p. 720.

[30] Ibid., p. 719.

[31] Ibid., p. 720.

[32] Ibid., p. 721.

their father's occupation as skilled laborers.[33] Wattenberg in 1957 reported that in his Detroit sample of teachers 10 percent indicated their fathers were professionals, 16 percent in business, 13 percent in other white collar jobs, 5 percent farmers, 14 percent skilled laborers and 28 percent other labor.[34]

Carson and McGuire in 1957 reported that in Texas the median age of secondary male teachers was 30.5 years and females as 28 years.[35] Morris reported the median age of social studies teachers in Mississippi was 29.7 years.[36] Wood reported that the mean age of social studies teachers in Missouri in 1966 as 38.39 years.[37]

Some studies have reported that teachers have felt pressures not to participate actively in political

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[33]John Wesley Best, "A Study of Certain Selected Factors Underlying the Choice of Teaching as a Profession," Journal of Experiemental Psychology, 17:201-259 (September 1948).

[34]William Wattenberg, et al., "Social Origins of Teachers--A Northern Industrial City," in Lindley Stiles (ed.), The Teacher's Role in American Society (New York: Harper and Brothers, 1957), p. 14.

[35]Carson McGuire and George D. White, "Social Origins of Teachers in Texas" in Lindley Stiles (ed.), The Teacher's Role in American Society (New York: Harper and Brothers, 1957), p. 30.

[36]John E. Morris, "Values of High School Social Studies Teachers in Mississippi" (unpublished Doctoral dissertation, University of Mississippi, 1969), p. 67.

[37]Frederick H. Wood, "Social Studies Education in Missouri High Schools" (unpublished Doctoral dissertation, University of Missouri, 1966), p. 133.

processes. Reed and Reed report that in their study of citizenship training in 200 American colleges and Universities very few have a "favorable climate for teaching students participation in politics."[38] Some states do restrict teacher involvement in the political process. Teachers cannot serve on juries in some states and are not allowed to run for public office in others. There is an underlying feeling in many parts of the country that indicating a political preference will "reflect unfavorably on students and in teaching of social studies in particular."[39] However, Reed and Reed report that teachers whose partisan views were known were "respected whether or not students agreed with those views."[40] In spite of this there is little evidence to indicate that a large percentage of teachers are involved in the political process.

Calloway reported in his study of 1800 teachers in Missouri that one-half of them did not belong to either civic or social organizations.[41] Grobman and Hines report that Detroit teachers voted with "more than twice the

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[38]Stiles, op. cit., p. 123.

[39]Ibid., p. 126.

[40]Ibid., p. 123.

[41]Albert Calloway, "Some Environment Factors and Community Influence That Are Brought to Bear Upon the Private Lives of Missouri Teachers and Administrators" (unpublished Doctor's dissertation, University of Missouri, 1951).

regularity of all voters in general elections of lesser public interest."[42] However, they continue by stating that in elections over a four year period only 65 percent of the teachers bothered to vote.[43] At approximately the same time in Florida teachers voted more frequently than most voters, but less than other professional groups. In Tampa, Florida, only 15 percent reported participating in citizenship activities other than voting.[44] Cook and Greenhoe reported in their study (1939-1941) that less than one-eighth of teachers belonged to political groups, patriotic societies, and economic groups. . . running for political office, and making political speeches tended to be disapproved.[45]

McAulay in studying the social-political attitudes of elementary teachers attempted to determine the attitudes of elementary teachers regarding contemporary socio-political activities and the behavior of elementary teachers in relation to these attitudes. After determining attitudes, he attempted to ascertain if there were any relationships between them and the patterns of behavior exhibited in the classroom. He concluded that elementary

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[42]Stiles, op. cit., p. 122.

[43]Ibid.

[44]Ibid.

[45]Charters, op. cit., p. 768.

teachers may be somewhat liberal in their socio-political beliefs, but are less liberal in the classroom. One finding was that teachers in the age categories of 30-40 are more liberal in their socio-political beliefs and community behavior than they are in the classroom, whereas, with teachers between the ages of 50-60 this situation is inverted.[46]

The data which are presently available do not allow many conclusions about the characteristics of social studies teachers as a separate group. However, with the limited data about all teachers in this area, it appears that there is little involvement in the political and social activities of the community, and one can assume that this might hold true for social studies teachers also.

II. RESEARCH RELATED TO EDUCATIONAL LEVEL AND AGE

The level of education which individuals have attained relates to many political values. Key reports that within every occupational group that as the amount of education increases the sense of civic duty increases. Persons with a college education are much more active in politics than persons with lesser education.[47]

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[46] J. D. McAulay, "Social Political Attitudes of Elementary Teachers," Journal of Teacher Education, 19: 405-410 (Winter, 1968).

[47] V. O. Key, Jr., Public Opinion in American Democracy (New York: Alfred A. Knoph, 1961), p. 326.

Jacob attempted to discover if students' value patterns do change in college. He found that a proportionately larger number of college graduates distrust a "welfare economy" and a "strong government" than does the general public.[48] Key also reported that college trained persons are generally more conservative in their economic attitudes than persons of lesser education.[49] This is consistent with the report of Robinson, Rusk, and Head who report that the higher the level of education, the greater the opposition to federal spending and deficit spending.[50] They also comment that, "College-educated Americans have been as much as three or more times as opposed as grade schoolers to such concepts as the 'welfare state,' 'socialized medicine,' and even 'Medicare.'"[51]

Glenn analyzed responses of eight Gallup Polls and one National Opinion Research Center Survey. His conclusion from this study was that persons who go to college may become more idealistic and liberal, but as college

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[48]Philip E. Jacob, Changing Values in College (New York: Harper and Brothers, Publishers, 1957), pp. xii and 4.

[49]Key, op. cit., p. 339.

[50]John P. Robinson, Jerrold G. Rusk, Kendra B. Head, Measures of Political Attitudes (Ann Arbor, Michigan: Institute for Social Research, 1968), pp. 41-45.

[51]Ibid.

years become more remote, they regress toward pre-college behavior. He concludes that this is due in part to the fact that as individuals are faced with economic and occupational struggles, their idealism is "put to the test" in real-life situations.[52]

Jacob found in his study of college educated groups that they tended to be divided over the issue of dissent. The most significant change in values of the college educated appeared to be that the amount of dogmatism was reduced and that individuals reached conclusions through logical thinking rather than "blind opinion."[53]

Age apparently is not an important factor in regard to interest in public affairs or how well individuals are informed. However, those in their thirties, forties and early fifties seem to be the most interested, although during the 1960's Americans in their twenties were more inclined to step up the pace of integration and the obtaining of civil rights for all groups.[54]

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[52]Noval Glenn, "The Trend of differences in Attitudes and Behavior by Educational Level," Sociology of Education, 39:3 (Summer 1966), p. 263.

[53]Jacob, op. cit., pp. 36 and 45.

[54]Robinson, op. cit., pp. 50-51.

III. THE ROLE OF INSTITUTIONS IN THE DEVELOPMENT OF VALUES

Most values which individuals classify as being important to them are directly influenced by the many institutions which constitute our society. The religious, political, familial, educational, social, and economic institutions which exist are primary determinants for most of our values.

> A child's family and his home life establish the standards by which he lives, his perceptions of right and wrong, his values and attitudes toward himself and others. In essence the home and its respective emotional-social climate and setting has the earliest and greatest influence upon the child's social development.[55]

Peck and Havighurst in their study found that "characteristic personality and character patterns" had been largely determined by the age of ten and changed little afterward.[56] Kulp and Davidson administered an attitude test to four thousand high school students to determine the relationship between attitudes of parents and offspring. Their conclusion was that the home is a much more significant factor in the development of attitudes than is the school.[57]

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[55]Raymond F. Gale, Developmental Behavior (London: The Macmillan Company, 1969), p. 239.

[56]Robert F. Peck, Robert J. Havighurst, et al., The Psychology of Character Development (New York: John Wiley and Sons, Inc., 1960), p. 157.

[57]David H. Kulp and Helen H. Davidson, "Sibling Resemblances in Social Attitudes," Journal of Educational Sociology, 7:133-140 (October 1931).

Don Byrne's study of 108 students at the University of Texas showed that children tend to reflect behavior patterns similar to their parents in regard to values, and that these patterns continue into adult years.[58]

Duvall[59] and Kohn's[60] studies point out the difference in values of the lower middle class and middle class. The former are more concerned about external standards or overt actions, whereas, the latter are more concerned about internal standards.

The church as an institution is important in the development of values. Little research is to be found that specifically identifies how the church develops values. Some studies do indicate the apparent value conflict which is sometimes reflected within religious groups. A study by Glock and Starck showed that although ninety-one percent of both Catholic and Protestant church members agree that "love thy neighbor means we should treat all races the same," nearly one-third on the same page of the questionnaire said that they did not want Negroes in

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[58] Don Byrne, "Parental Antecedents of Authoritarianism," Journal of Personality and Social Psychology, 1:369-373 (April 1965).

[59] Evelyn Millis Duval, "Conceptions of Parenthood," American Journal of Sociology, 52:193-203 (November 1946).

[60] Melvin L. Kohn, "Social Class and Parent-Child Relationships: An Interpretation," American Journal of Sociology, 68:471-480 (August 1963).

their churches, one-third thought Negroes less intelligent than whites, and nearly one-half blamed communists and other radicals for racial tension.[61]

> In a study of militancy in the black community, a strong negative correlation was found between religious commitment and the desire for justice and equality. That is, the more a black respondent was committed to Christian beliefs and institutions, the more likely he was to view the deprived conditions of most black Americans as having been caused by their own fault.[62]

Robinson, Rusk and Head report that there is a relationship between religious affiliation and political values.

> Throughout these three decades (thirties, forties and fifties) Jews have been consistently more liberal than either Catholics or Protestants or any other Ethnic group on virtually all issues. The only exception. . . has been on the subject of race relations, in which Negroes in recent years have been more liberal than even Jews. . . . Catholics have been consistently more liberal than Protestants on most domestic issues.[63]

What effect do schools have on values? Hess and Easton in a study of 12,000 children in grades two through eight found that elementary school children have a highly idealized view of government. They also concluded that the child's political orientation is completed between the ages of three to thirteen. Their concern is that there is little

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[61] Daryl J. Bem, Beliefs, Attitudes and Human Affairs (Belmont, Californis: Brooks Cole Publishing Co., 1970), p. 30.

[62] Ibid., p. 32.

[63] Robinson, op. cit., p. 54.

material or partisanship and political conflict which finds its way into the elementary school curriculum.[64]

One of the most extensive studies dealing with the effect of schools on values was done by Newcomb, Koenig, Flacks, and Warwick in their study of Bennington College in Vermont. Newcomb first studied the political attitudes of Bennington women during the years, 1935-1939. Although Bennington is considered a liberal college most of the students during this time period came from relatively conservative homes. In the 1936 study over two-thirds of the parents of Bennington students were affiliated with the Republican Party. In this early study it was found that each class of students became more and more liberal. A follow-up study found that the majority of these women who became liberal at Bennington remained so after graduation. Sixty percent supported John Kennedy in 1960, whereas, only thirty percent of the women of similar socio-economic background who were non-Bennington graduates did so.[65]

Another evidence that a change in political values does take place on the college level is supported by a study made by the National Review in 1963. In a "survey of twelve diverse colleges and universities across the country

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[64]Robert D. Hess, "Political Attitudes in Children," Readings in Psychology Today (DelMar, California: CRM Books, 1967), pp. 204-206.

[65]Bem, op. cit., pp. 81-84.

seventy percent of the sophomores, juniors, and seniors polled reported that significant changes had taken place in their political beliefs since entering college, and two-thirds of these had changed in a direction away from their pre-college thinking."[66]

IV. RESEARCH RELATING TO STRATEGIES AND TEACHING MODELS

As previously stated, the concern about the teaching of values appears to exceed the strategies or models for doing so. However, during the past decade several attempts have been made to develop strategies and models for the teaching of values.

Although not designed specifically for the use of social studies teachers the Taxonomy of Educational Objectives by Krathwohl, Bloom and Masia is also of special interest. They have developed a system for the definition, clarification, and development of value concepts along a continuum. The Taxonomy serves as an aid to teachers in developing instructional objectives and their evaluation.[67]

Raths, Harmin and Simon have concentrated on strategies which focus on the processes which are involved in obtaining values. Their major emphasis is on value

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[66] Ibid., p. 85.

[67] David R. Krathwohl, Benjamin S. Bloom and Betram B. Masis, Taxonomy of Educational Objectives, Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964).

clarification. They identify twenty-one clarifying strategies which teachers may use in the classroom for value development. Although not designed specifically for social studies teachers it is applicable for teaching value clarification in the social studies.[68]

Edwin Fenton proposes that values should be divided into three categories: procedural, behavioral, and substantive. A procedural value "involves a way of thinking central to a discipline." A behavioral value "implies conduct in the classroom." Fenton contends that these are necessary requisites for classroom teaching, and that we should teach both. Substantive values are those values which involve a belief about things such as religion, government, and family which are quite diverse within our society. If a substantive value has been incorporated into our laws, then we may wish to teach these, but Fenton suggests that we teach about those substantive values which are not a part of our legal system within a "framework of critical thinking."[69]

Although several social studies projects have been developed during the past decade, only one focuses

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[68]Louis E. Raths, Merrill Harmin and Sidney B. Simon, Values and Teaching (Columbus, Ohio: Charles E. Merrill Publishing Company, 1966).

[69]Edwin Fenton, The New Social Studies (New York: Holt, Rinehart and Winston, Inc., 1967), pp. 17-19.

primarily on the issue of values. Oliver and Shaver's project is based on public controversy and uses a jurisprudential approach. Through a "Socratic" approach the student should be taught to identify, clarify, and justify his own values, and furthermore, he should become more aware of the values of others. Oliver and Shaver's strategy involves the use of case studies as a means of analyzing public controversies which have faced American citizens for generations. The two levels of dialogue which are used in the classroom refer to attention given to factual and value content of the issues being analyzed, and secondly, to the logical, intellectual, and emotional strategies employed by discussants to support their views.[70]

The forty-first yearbook of the National Council for the Social Studies deals entirely with rationale, strategies, and procedures for value education.[71] In this publication, Coombs and Meux identify six tasks which must be accomplished in the evaluative decision-making process. These are: identifying and clarifying the value questions; assembling purported facts; assessing the truth of purported facts; clarifying the relevance of facts; and arriving at a

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[70]Donald W. Oliver and James P. Shaver, Teaching Public Issues in the High School (Boston: Houghton Mifflin Company, 1966).

[71]Lawrence E. Metcalf, editor, Values Education, Forty First Yearbook, National Council for the Social Studies (Washington, D.C., 1971).

tentative value decision.[72] Chadwick and Meux provide information on procedures for value analysis and develop a value model. This model has four basic elements: the value object, the value term, description, and the value judgment. In testing these procedures with fifteen teachers, it was found that they were generally successful in adapting the procedures to both the secondary and primary levels. Using a semantic differential with eight of the teachers to determine the reactions of teachers the model was rated positively.[73] In getting student reactions "two kinds of affective outcomes" repeatedly emerged: motivation to work with the procedure was high and the procedure generated much student enthusiasm.[74] One of the distinctive features found in the yearbook is a self-instruction programmed text written by G. Gary Casper. This is intended to aid students in understanding the procedures for value analysis. According to Casper the text was "developed and at least partially validated with high school sophomores."[75] As Lawrence Metcalf, editor of the Yearbook, points out in the preface, the Yearbook "should attempt to help all teachers, elementary, junior and senior high school, junior college, and last, but not least, college teachers of methods and curriculum."[76]

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[72]Ibid., p. 29. [73]Ibid., pp. 31-71.

[74]Ibid., p. 116. [75]Ibid., pp. 177-208. [76]Ibid., p. ix.

V. RESEARCH RELATED TO CLASSIFICATION AND MEASUREMENT OF VALUES AND POLITICAL INVOLVEMENT

The most widely reported study of values is the Allport-Vernon-Lindsey Study of Values.[77] This study was based on the typology first advanced by Eduard Spranger, who claimed that values could be classified into six major types. These were the theoretical, the economic, the aesthetic, the social, the political, and the religious. The Allport-Vernon-Lindsey Scale was an attempt to determine the nature of values which distinguish different people. Using their scale, the authors reported that men in education were higher in aesthetic values and lower on economic and religious values.[78] MacLean, Gowan and Gowan, using the Study of Values with 1700 teaching candidates at UCLA, found that men in professional education were lower in economic and higher in social values than men in general.[79]

Spindler has classified values as "traditional" or "emergent" values. Traditional values are described as "puritan morality, work-success ethic, individualism,

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[77] Gordon Allport, P. E. Vernon and G. Lindsey, Study of Values, A Scale For Measuring the Dominant Interests in Personality, 1951 revision (New York: Houghton Mifflin Co., 1951).

[78] Gage, op. cit., p. 525.

[79] Ibid., p. 525.

achievement, orientation, and future-time orientation." The traditional values are being supplanted by emergent values such as "sociability, a relativistic moral attitude, consideration of others, conformity to the group, and a hedonistic present-time orientation." He feels that the present force in schools of education is "in the direction of emergent values." In relationship to teachers, Spindler maintains that teachers are typically drawn from the middle classes which stress traditional values, but in training they "encounter a new culture with a strong press toward emergent values and . . . they experience a feeling of discontinuity in their acculturation process." The resulting behavior then takes three forms: ambivalence, in which vacillation occurs; compensation, in which emergent or traditional values become extreme; or adaptive, whereby the individual manifests either traditional or emerging values but in less severe form.[80]

Margaret Mead suggests three distinct value orientations which teachers stress in the teaching situation. She identifies these as: (1) Stressing the preservation of tradition, the function of education is to transmit the accumulated wisdom of society; (2) Emphasizing the "here and now," the function of education is to

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[80]Ibid., p. 728.

"preserve these resources of childhood"; and (3) Stressing preparation of youth for the future. She maintains that you find the first in "small, provincial communities, the second in the lower grades and the third group in the middle suburban areas."[81]

Rescher, in discussing the classification of values, states that one way of classifying values is through "classification by the objects of issue." The five types he mentions under this system are: thing values, environmental values, individual values, group values, and societal values.[82]

Rokeach distinguishes between instrumental and terminal values. An instrumental value is a single belief that takes the form, "I believe that such and such a mode of conduct is personally and socially preferable in all situations with respect to all objects."[83] A terminal value is similar, but refers to an end state of existence as being worth striving for. In his research dealing with values, Rokeach reports that the rank-ordering on one terminal value alone, salvation, highly predicts

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[81] Ibid., p. 726.

[82] Nicholas Rescher, Introduction to Value Theory (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1969), pp. 14-15.

[83] Milton Rokeach, Beliefs, Attitudes and Values (San Francisco: Jossey-Vass Inc., Publishers, 1968), p. 160.

church attendance and that "two distinctively political terminal values," equality and freedom, are significantly related to attitudes toward civil rights demonstrations.[84]

Louis L. Thurstone was one of the first individuals to attempt to develop a scale for the measurement of attitudes. In the scaling technique which he developed, an attitude variable which was to be measured was first identified, and a wide variety of opinions were collected relating to the specific attitude. Initial editing of the statements reduced the number of items to approximately one hundred. Readers were then asked to arrange the statements in eleven piles ranging from opinions most strongly affirmative to those most strongly negative. The task was to sort out the items so they were fairly evenly spaced or graded. The scale value of each item was then calculated. Validity of the scale items was established by using hundreds of judges to determine their relevancy and ambiguity. If a large proportion of the readers endorsed items which were scaled at different ends of the continuum, it was inferred that these two statements had been influenced by factors other than the variable which was being measured, and it was eliminated from the scale. Using this procedure, a final list of approximately twenty-five items were selected which were evenly

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[84] Ibid., p. 168.

graduated along the scale. Using this scale a score could then be determined for each person and a frequency distribution plotted for groups on each variable being measured. Reliability was established by administering parallel forms to the same group. Using the Spearman-Brown formula, correlation coefficients of .88 and .85 were computed.[85]

The method devised by Thurstone, in which hundreds of judges or readers were involved in establishing the validity of the scale, was considered to be somewhat laborious. In an attempt to overcome this limitation, Likert constructed a scale for the measurement of attitudes which incorporated the sigma method. In developing this scale, a questionnaire was created in which four types of questions were asked. In the first series of questions, only responses of "yes" and "no" were required. The second set of questions was a series of multiple choice questions which reflected attitudes about particular situations, and the respondent selected the choice with which he most nearly agreed. A third part was a series of propositions to which the individual responded by indicating whether he strongly approved, approved, was undecided, disapproved, or strongly disapproved. In the fourth series of

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[85] L. L. Thurstone, "Attitudes Can Be Measured," in Attitude Measurement, Gene F. Summer, ed. (Chicago: Rand McNally, 1970), pp. 128-141.

questions, narratives about social conflicts were described and outcomes given. The individual was then asked to indicate his response to the outcome by using the same scale as mentioned above. In scoring these, it was assumed that attitudes were normally distributed. Based on this assumption, the different statements were then combined for scoring. The percentages of individuals that checked a given position or a particular statement were then converted to sigma values. Reliability was established using the split half method. The fourteen statements dealing with internationalism had correlation coefficients of .86, .88, and .86 with three different groups. In further experimenting, Likert assigned values of one to five to each of the five different positions of the statements. From this, scores for each individual were determined by finding the mean of the numerical values. This method had a correlation of .99 on seven different scales when compared to the sigma method, and was also found to correlate very highly with Thurstone's scale.[86] Although there is still disagreement about which of the two previously mentioned methods is preferable, much of the literature indicates that the Likert scale is

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[86]Rennis Likert, "A Technique for Measuring Attitudes," Attitude Measurement, Gene F. Summers, ed. (Chicago: Rand McNally, 1970), pp. 149-158.

just as valid and reliable as the Thurstone method, and it is much easier to construct.[87]

Massialas, Sprague, and Sweeney hypothesized that teachers who hold "traditional socio-political values" are less willing in the classroom to discuss any given topic than teachers whose values are not so traditional. In order to carry out their study they developed a questionnaire which was to measure belief in "traditional socio-political values." A Likert type scale was employed and a factor analysis was utilized and rotated according to varimax procedures. Five items loaded heavily on the factor designed as "belief in traditional socio-political values." A second scale was constructed to determine what social issues were discussed in the classroom, and these two questionnaires were then administered to 493 randomly selected secondary teachers in Michigan. Using these scales, they concluded that the teachers who scored high on "traditional socio-political" values are less willing to discuss as great a variety of topics as those who scored low on the scale.[88]

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[87]Lauren H. Beiler and Richard L. Hough, "Empirical Comparisons of the Thurstone and Likert Techniques," in Attitude Measurement, Gene Summers, ed. (Chicago: Rand McNally Company, 1970), pp. 159-173.

[88]Byron G. Massialas, Nancy Sprague and JoAnn Sweeney, "Traditional Teachers, Parochial Pedogogy," School Review (August 1971), pp. 561-577.

Comrey and Newmeyer, in developing a scale to measure radicalism-conservatism, used a factor analysis. In developing this scale, thirty political and social variables were used, and values of one to nine were used in scoring. The responses ranged from agree very strongly to disagree very strongly. Two hundred and twelve subjects were used in the study. Four statements were used to measure each variable, or a total of 120 statements were created. A factor analysis was then utilized and rotated according to varimax procedures. Nine factors were extracted. Factor loadings of .30 or higher were included in identifying the referent for each factor. Sixty-seven of the original items were included on the nine factors. From these sixty-seven items, thirty matched pairs were then selected to create two forms of the radical-conservatism test. Reliability of the scale was not reported.[89]

In addition to scales which measure attitudes and values, scales have been developed which measure the amount of political participation. Most of these do not report either validity or reliability. One such scale has been developed by Survey Research Center. In this scale individuals were asked to respond to a series of

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[89]Andrew L. Comrey and John A. Newmeyer, "Measurement of Radicalism-conservatism," Journal of Social Psychology, 67:357-369 (December, 1965).

post-election inquiries about the activities in which they participated during an election campaign. Six questions about political participation were posed. If the individual voted and also responded "yes" to any one of the six questions, he was rated "high" on the political participation index. If he were only involved in voting, he was rated "medium," and if he did not vote or respond "yes" to any of the six questions he was rated low on the index.[90] The limitation of such a scale is that it measures only one aspect of political involvement, and that is in regard to political involvement which occurs only in relationship to elections.

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[90]Key, op. cit., p. 564.

CHAPTER III

RESEARCH PROCEDURES

After identifying the questions which would be answered in this study, the methods used in gathering the data and the techniques used in analyzing the data were determined. This chapter is concerned with the selection of the sample, creation of the instrument used in collecting the data, and the data analysis procedures.

I. SELECTION OF SAMPLE

In deciding how to select the sample population, two factors were given special consideration. One was the length of the questionnaire, and the other was the personal nature of the instrument. Consequently, it was decided that the questionnaire should be administered to the subjects personally by the researcher. Any method for follow-up which might be used for identifying those who had and had not filled out the questionnaire might be threatening to those who strongly wished to remain anonymous. Therefore, rather than selecting social studies teachers randomly from the State of Missouri, schools were randomly selected, and the cooperation of social studies teachers from these schools was requested.

The first step in selecting the sample of teachers

was to identify all public high schools in the State of Missouri which included grades 9-12 and 10-12. The Missouri School Directory for 1971-1972, published by the Missouri State Department of Education, was used in identifying these schools, and a number was assigned to each. Utilizing a table of random numbers, thirty schools were randomly selected to contact for the study. Twenty-nine of the thirty schools were contacted in order to obtain a sample of 200 social studies teachers. Of the twenty-nine originally contacted, twenty-four participated in the study. Three schools chose not to participate and two schools did not respond at all. From the twenty-four participating schools 202 social studies teachers were contacted and served as the sample for this study. This was 9.3 percent of Missouri high school social studies teachers in grades 7-12 and 12 percent of those teaching in high schools composed of grades 9-12 and 10-12.

The second step was to send a letter (Appendix A) to each principal of the schools which had been selected. The purpose of the study and the rationale for this method of selecting the sample were explained, and the cooperation of the social studies teachers in each school was requested. Principals were also asked to provide the name of the one individual in the social studies department with whom the researcher could make further arrangements for collecting the data.

After notification by the principal that social studies teachers were willing to cooperate in the study, a follow-up letter (Appendix B) was sent to the contact person designated by the principal. A further explanation of the study was given, and each social studies department was asked to designate a time when it would be most convenient to meet with them to collect the necessary data. Also, it was requested that only social studies teachers who spend at least one-half of their time teaching social studies be involved in the study.

Four different procedures were employed in collecting the data. The most frequently used method was to meet with the social studies teachers as a group, explain the purpose of the study, and then administer the questionnaire. A second method was to meet with individual teachers during the school day following the same procedure as mentioned above. In some instances it was not convenient for the social studies teachers to meet as a group, nor was it possible to meet with them individually during a school day. Therefore, in those instances the questionnaire was mailed to the designated teacher in each social studies department for distribution, and participants were requested to respond at their convenience. When this method was used, the leader of each social studies department was personally contacted by telephone to explain the research more fully, and to determine a time when the researcher could visit the

school to obtain the completed questionnaires and answer any questions which the participants might have in regard to the study. The fourth procedure was the same as the one just mentioned, but in three cases the questionnaires were returned by mail. Of the twenty-four schools involved in the study, twenty-one of them were visited in collecting the data.

II. THE INSTRUMENTS

Since the information to be secured was tri-dimensional, that is, measuring political values, determining personal characteristics and ascertaining the extent of political involvement, instruments had to be constructed which would secure this information. Therefore, a personal data sheet, a political value scale, and a political involvement scale were developed.

Personal Data Sheet

The personal data sheet (Appendix C) was designed to identify personal characteristics such as sex, age, race, religion, professional training, number of years of teaching experience, number of years in the present teaching assignment, undergraduate major, size of community in which participant grew up, size of high school in which each was now teaching, parents' occupation during participant's youth, and the number of professional

organizations to which he belonged.

Political Value Scale

The Political Value Scale (Appendix D) was designed to identify political values which social studies teachers hold which can be inferred from beliefs which they express. Horrocks has commented, "Humans tend to accept or reject objects and situations according to their system of values."[91] Since there is no way to measure values directly, statements about political issues were created to which individuals could react. A Likert-type scale was employed in scoring these statements. This allowed the respondent the opportunity to express degrees of acceptance or rejection. The five choices which were provided were: strongly agree, agree, undecided, disagree, and strongly disagree. From these responses inferences were made about the political values which were being measured. A Likert-type scale was chosen because it is fairly easy to construct and score. Statements concerning political values were constructed, and the subjects were asked to indicate degrees of agreement or disagreement with each statement. These were scored by assigning values from one to five to the possible alternatives. Remmers, Gage and Rummell claim

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[91]John E. Horrocks, Assessment of Behavior (Columbus, Ohio: Charles E. Merrill Books, Inc., 1964), p. 691.

that the Likert-scale is as reliable as the scale developed by Thurstone which had a reliability coefficient of .88.[92] In developing the Political Value Scale Wang's criteria were used in constructing the statements.[93] Further criteria which were used were: (1) Statements should reflect directly or indirectly a value dichotomy; (2) Statements should avoid vague generalities as much as possible; and (3) Statements should not be so extreme as to discourage a broad range of responses.

Statements were used which were expected to reflect political values in the following areas: (1) controlled versus a free economy; (2) centralization of governmental power and responsibility versus decentralization of governmental power and responsibility; (3) human equality versus inequality; (4) individual rights versus public welfare; and (5) nationalism versus worldmindedness. Ten statements were developed for each category. Past political events and current political issues were considered and used, and the works of Agger, Campbell, Adorno, Sampson and Smith, Ganerjee, Dobriner and Opinion Research Corporation were

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[92]Herman H. Remmers, N. L. Gage and J. Francis Rummell, A Practical Introduction for Measurement and Evaluation, Second Edition (New York: Harper and Row, 1965), pp. 315-317.

[93]Charles K. S. Wang, "Suggested Criteria for Writing Attitude Statements," Journal of Social Psychology, 3:367-73 (August, 1932).

also consulted.[94]

In determining what areas were to be included on the Political Value Scale, consideration was given to the question of value-orientation in the United States. What are some of the important value areas on the American political scene? The following themes, although not all-inclusive, seem to have been given special emphasis within our culture: (1) humanitarianism; (2) democracy; (3) equality; (4) freedom; (5) nationalism; (6) achievement; and (7) individualism. None of these is completely independent of the others. They tend to be complimentary and also serve as a source of value conflict. Therefore, while we may identify these as value areas, pure measurement of each as a separate entity is not entirely possible. The Political Value Scale attempted to measure values which would probably fit Rescher's classification of group and/or societal values.[95] The major value orientations which were either implicitly or explicitly intended in the scale were: (1) humanitarianism; (2) nationalism; (3) equality; (4) democracy; (5) freedom; and (6) individualism. The inclusion of items intended to measure a controlled versus a free economy, centralized

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[94]Robinson, op. cit., pp. 41-45.

[95]Nicholas Rescher, Introduction to Value Theory (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969), p. 15.

versus decentralized government, human equality versus inequality, and individual rights versus public welfare are all related to the value concepts of equality, democracy, freedom, individualism, and humanitarianism. Nationalism, like the value areas previously mentioned, is not a single, clearly delineated value area, but a complex set of evaluations and beliefs. The relationship of nationalism to a controlled economy and centralization of government becomes more apparent if it is accepted that intense nationalistic conflicts will directly affect the economy of a country and the power of government. Such conflicts insure more centralized power and control of production and distribution of goods.

The conflict which has existed in all of these areas is readily apparent throughout the history of the United States. Parrington has summarized an early period in our history which still plays a prominent role in the shaping of our value system.

> At the beginning of our national existence two rival philosophies contended for supremacy in America; the humanitarian philosophy of the French Enlightenment, based on the conception of human perfectibility and postulating as its objective an equalitarian democracy in which the political state should function as the servant to the common well-being; and the English philosophy of laissez-faire, based on the assumed universality of the acquisitive instinct and postulating a social order answering the needs of an abstract 'economic man,'

in which the state should function in the interest of trade.[96]

Acknowledging the close relationship between all of these areas and recognizing the importance of the value conflicts in our society, the Political Value Scale was designed to attempt to measure specific underlying values which relate to political facets of behavior.

The Political Involvement Scale

The political involvement scale (Appendix E) was composed of twenty questions which were designed to identify specific political activities in which social studies teachers have participated in the community and their involvement in the political process in general.

III. DATA ANALYSIS PROCEDURES

The statistics employed in analyzing the data were those which were considered most appropriate for answering the questions posed in this study. Those procedures and their functions will be discussed in the following pages.

Political Value Scale

This instrument was composed of fifty statements which were designed to measure values in the following bi-polar areas: (1) controlled versus a free economy;

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[96]Vernon L. Parrington, Main Currents in American Thought (New York: Harcourt, Brace and Company, Inc., 1930), Book III, p. xxiii.

(2) centralization versus decentralization of government; (3) human equality versus inequality; (4) individual rights versus public welfare; and (5) nationalism versus worldmindedness. Ten statements were constructed for each category. A Likert-type scale was used in scoring the responses. Statements which reflect favorable and unfavorable opinion in each dichotomy are included in the scale. Respondents were asked to mark: strongly agree, agree, disagree, strongly disagree, or undecided. These responses were then assigned values of one to five. Scoring was as follows:

Free versus controlled economy. Statements 5, 6, 11, 16, 21, 26, 31, 36, 41, and 46 were constructed to measure a belief in a controlled versus a free economy. Statements 5, 6, 16, 26, 31, 41, and 46 were stated to reflect a belief in a controlled economy. If the respondent agreed with the item he would indicate a belief in a controlled economy. With each of these items a value of 5 was assigned to a response of strongly agree, 4 to agree, 3 to undecided, 2 to disagree, and 1 to strongly disagree. Conversely, statements 11, 21 and 36 reflected a belief in a free economy. Therefore, a value of 5 was assigned to a response of strongly disagree, 4 to disagree, 3 to undecided, 2 to agree, and 1 to strongly agree. On these ten items it was possible for an individual who strongly agreed with the concept of a free economy to score

10 points and an individual who agreed with the concept of a controlled economy to score 50 points, the mean on each being 1 and 5 respectively. A high score or low score should not be interpreted as being "good" or "bad," but, rather, as measuring one end of the continuum on the scale. Since the validity of items was not yet determined, total scores were not computed in the initial scoring.

Centralization versus decentralization of government. Items 3, 8, 13, 18, 23, 28, 33, 38, 43, and 50 were designed to measure the value of centralization versus decentralization of governmental power and responsibility. Items 3, 8, 13, 18, 28, and 38 reflected a belief in decentralization of governmental power and responsibility. A value of one was assigned to a response of strongly agree, 2 to agree, 3 to undecided, 4 to disagree, and 5 to strongly disagree. Statements 23, 33, 43, and 50 indicated a belief in centralization of governmental power and responsibility and a value of 1 was assigned to strongly disagree, 2 to disagree, 3 to undecided, 4 to agree, and 5 to strongly agree.

Human equality versus inequality. Statements 2, 9, 14, 19, 24, 29, 34, 39, 44, and 47 were designed to measure human equality versus inequality. Agreement with items 2, 9, and 14 designated a belief in human equality and a value of 5 was assigned to strongly agree, 4 to agree, 3

to undecided, 2 to disagree, and 1 to strongly disagree. Items 19, 24, 29, 34, 39, 44, and 47 reflected inequality and a value of 5 was assigned to strongly disagree, 4 to disagree, 3 to undecided, 2 to agree, and 1 to strongly agree.

Individual rights versus public welfare. The ten statements designed to measure individual rights versus public welfare were 4, 7, 12, 17, 22, 27, 32, 37, 42, and 49. Items 7, 12, 17, 22, 27, and 32 implied a belief in individual rights and a value of 5 was assigned to strongly agree, 4 to agree, 3 to undecided, 2 to disagree, and 1 to strongly disagree. Items 4, 37, 42, and 49 reflected a belief in public welfare and a value of 5 was assigned to strongly disagree, 4 to disagree, 3 to undecided, 2 to agree, and 1 to strongly disagree.

Nationalism versus worldmindedness. Statements 1, 10, 15, 20, 25, 30, 35, 40, 45, and 48 were created to measure nationalism versus worldmindedness. Items 20, 25, 30, 40, 45, and 48 denoted nationalistic values, and a value of 5 was assigned to strongly agree, 4 to agree, 3 to undecided, 2 to disagree, and 1 to strongly disagree. Items 1, 10, and 15 signified a worldminded point of view and a value of 5 was assigned to strongly disagree, 4 to disagree, 3 to undecided, 2 to agree, and 1 to strongly agree.

The reliability for the Political Value Scale was

established by using the test-retest method. Forty undergraduate students enrolled in the course, "Methods of Teaching the Social Studies," at the University of Missouri, served as the sample group for this procedure. The scale was administered two times to this group with a two week time interval between the first and second administration.

The first question posed in this study was, "What political value factors actually constitute the Political Value Scale?" To answer this question a factor analysis was utilized to determine whether or not the items on each sub-scale measured what they purported to measure. The principal components method was used and was rotated according to varimax procedures.[97] Using factor analysis would determine the validity of the scale, identify the value factors and the loadings of items on each factor. These factors were then identified as the political value factors which actually constituted the Political Value Scale.

The factor analysis would also serve the cause of scientific parsimony in that if items did tend to measure the same things, the scores obtained could then be added together. Items could then be totaled to determine a total and mean score for each factor, and a mean score and

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[97] H. F. Kaiser, "The Varimax Criterion for Analytical Rotation in Factor Analysis," Psychometrika, 23:187-200, 1958; see also Harry Harman, Modern Factor Analysis (Chicago: University of Chicago Press, 1960).

standard deviation for each factor could be obtained. This would provide the answer to the second question posed in the study which was, "What are the political values held by high school social studies teachers in Missouri on each of the identified political value factors?" By using the mean scores for each social studies teacher on each of the identified political value factors, a graphic value profile was created which would better illustrate the political values of the sample and the distribution of mean scores along the five-point continuum.

The third question posed in this study was concerned with the personal characteristics of the sample. This data was computed and graphically presented in percentages and total numbers.

The fourth question posed in this study was concerned with the relationship between the political value factor scores and the personal characteristics of social studies teachers in Missouri high schools. In answering this question a simple correlation matrix was utilized.

In answering the fifth question posed in this study, "To what extent do Missouri high school social studies teachers participate ir politics?," the total number of "yes" responses were totaled for each participant and this score was used as a criterion variable. The total number of "yes" and "no" responses was also computed and presented in both numbers and percentages.

The sixth question posed in this study was, "What is the relationship (simple and multi-variate) between a political participation dependent variable and identified political value factors and personal characteristics?" In answering this question a simple correlation matrix and a stepwise multiple regression technique were employed. Means, standard deviations, and standard errors of estimate were computed. In addition to the above mentioned statistics, a multiple regression coefficient, the standard error of the regression coefficient, beta weights, and computed values for the significance of the regression coefficients were obtained. By multiplying each beta weight by the appropriate correlation, the contribution of each predictor variable (personal characteristics and political value scores) to the predicted variance of the criterion variable (political involvement scores) was determined. By using a step-wise regression technique it was determined which variables were the best predictors for determining the amount of political involvement of high school social studies teachers in Missouri and which contributed uniquely to explaining the variance of the criterion variables. From this data a final prediction equation was constructed. Entry into the multiple regression equation was controlled so that variables would not be entered into the equation if they did not possess prediction potential exceeding a prescribed level of

significance. As new variables were added, a variable was dropped out of the equation if it no longer met the prescribed level of significance. The required level of significance was established at .01. Since all of the predictor variables were not continuous data, the Ward and Bottenberg approach to multiple linear regression was used because it specifies how predictor variables may be handled as categorical predictors.[98] Using this method the categorical factors could then be entered into the regression equation.

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[98]Robert A. Bottenberg and Joe H. Ward, Applied Multiple Linear Regression, Monograph, 6570th Personnel Research Laboratory, Aerospace Medical Division, Air Force Systems Command (Lackland Air Force Base, Texas: PTL-TDR-63-6).

CHAPTER IV

ANALYSIS OF DATA

Prerequisite to collecting the data which were necessary to answer the questions posed in this research, a political value scale had to be constructed, and the validity and reliability of this instrument established. Fifty statements were included on this scale, and a test-retest technique was used in computing a Pearson Product-Moment reliability coefficient. The scale was then administered to a random sample of 202 social studies teachers in high schools in Missouri, and a factor analysis was utilized to establish the validity of the instrument. The political value factor scores were then studied in relation to selected personal characteristics of the sample and the amount of political involvement.

This chapter includes data which describe the personal characteristics and background of the sample, the results of the factor analysis of the political value scale, a political value profile, and the amount of political involvement of Missouri high school social studies teachers. It is specifically concerned with answering the following questions:

1. What political value factors actually constitute the Political Value Scale?

2. What are the political values held by Missouri high school social studies teachers on each of the identified political value factors, both in terms of central tendency and distribution?

3. What are the personal characteristics of the selected sample of Missouri high school social studies teachers with regard to each of the following: age; sex; race; religion; professional training; number of years of teaching experience; number of years in present teaching assignment; undergraduate major; size of community in which participant was raised; size of high school in which employed; parents' occupations during participant's youth; and the number of professional organizations to which he belongs?

4. What is the relationship between each of the above stated personal characteristics of the sample and the identified political value factors?

5. To what extent do Missouri high school social studies teachers participate in politics?

6. What is the relationship (simple and multivariant) between a political participation dependent variable and the following independent variables: (1) Each identified political value factor, and (2) each of the above named personal characteristics?

I. POLITICAL VALUE FACTORS AND SCORES OF MISSOURI HIGH SCHOOL SOCIAL STUDIES TEACHERS ON EACH FACTOR

The major focus of this study was to construct a political value scale which could be used in identifying the political values which are held by social studies teachers in Missouri high schools. This scale was composed of fifty statements designed with an intent to measure political values in the following areas: (1) individual rights versus public welfare; (2) human equality versus inequality; (3) controlled versus free economy; (4) decentralization of governmental power and responsibility versus centralization of governmental power and responsibility; (5) nationalism versus worldmindedness. A Likert-type scale was employed to provide the sample subjects the opportunity to express degrees of acceptance or rejection. A 5 point scale was used in scoring the responses.

Reliability. The test-retest method for establishing reliability was used for the Political Value Scale. A Pearson Product-Moment reliability coefficient of .82 was established. The items and the reliability coefficient for each item are found in Appendix F.

Factor Analysis. In order to establish the validity of the Political Value Scale and identify the actual values which it was measuring, a factor analysis was utilized.

Sixteen factors were extracted using the principal components method and rotated according to varimax procedures.[99] The eigen values, percentage of variance for each factor, and cumulative percentages are found in Table I.

In determining how many of the factors should be included in this study the major criterion was the eigen value. Any factor which had an eigen value in excess of 1.00 was considered significant.[100] Since factors 1-7 had eigen values of 1.00 or higher, they were selected as the value factors which identify the political values which were measured by the scale. Some of the residual factors did contain a relatively high loading on at least one variable. However, since they did not meet the major criterion, they were not included.

In selecting the variables which should define each factor it was determined that only those items which had a factor loading of .30 or higher should be included. Kerlinger states that with factor analysis there does not seem to be any generally accepted standard of error of factor loadings.[101] Some factorial studies include items

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[99]Kaiser, op. cit., pp. 187-200.

[100]Jum Nunnally, Psychometric Theory (New York: McGraw-Hill Book Company, 1967), p. 357.

[101]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1964), p. 654.

TABLE I

16 FACTORS EXTRACTED BY VARIMAX PROCEDURES ON POLITICAL VALUE SCALE, EIGEN VALUES, AND PERCENTAGE OF VARIANCE

Factor	Eigenvalue	Percent of Variance	Cumulative Percentage
1	8.23922	35.9	35.9
2	2.16541	9.4	45.4
3	1.67699	7.3	52.7
4	1.58581	6.9	59.6
5	1.33927	5.8	65.4
6	1.10837	4.8	70.2
7	1.00095	4.4	74.6
8	0.85978	3.7	78.4
9	0.77076	3.4	81.7
10	0.73603	3.2	84.9
11	0.69795	3.0	88.0
12	0.66849	2.9	90.9
13	0.59410	2.6	93.5
14	0.54422	2.4	95.8
15	0.50295	2.2	98.0
16	0.45008	2.0	100.0

with loadings of less than .30, and some do not include them if they are less than .40. The seven factors, the factor loadings on each item and the communality are found in Table II.

Factors and Defining Factor Items

After determining the number of factors which would be included, the next step was to identify the items on each factor which had a loading of .30 or higher. These items then served as the basis for identifying the underlying value which was being measured by the cluster. Although only Factor I was specifically identified as a liberal-conservative factor, it becomes apparent that overtones of the liberal-conservative element are present in some of the other factors. This is undoubtedly one of the reasons why in some clusters there are items which cannot be logically related to the remaining items. In those instances, although the statements were included as items identifying the factor, if they could not be logically related to a common underlying value, they were not used in computing the mean score for that factor. This was the situation in Factors III and VII and will be discussed in more detail when analyzing those factors.

The seven factors which were judged to characterize the value referents of this study were labeled as follows: (1) liberalism versus conservatism; (2) centralization of governmental power and responsibility versus

TABLE II

VARIMAX FACTOR SOLUTIONS FOR
POLITICAL VALUE SCALE ITEM SCORES

	FACTORS, FACTOR LOADINGS AND COMMONALITY							
ITEMS	I	II	III	IV	V	VI	VII	h^2
1	-.10	-.04	-.10	.05	.02	-.13	-.03	.45
2	.10	.09	.06	-.09	.03	.52	.02	.37
3	.03	.03	-.01	.00	.03	-.11	.01	.36
4	.73	.01	.21	.08	-.19	-.01	.04	.71
5	.11	.71	.11	.05	-.02	.01	.08	.57
6	.30	.30	.53	.06	-.11	.05	-.01	.62
7	-.26	-.34	-.21	.08	.18	-.18	-.08	.43
8	.35	.30	.03	.00	.07	.02	.13	.52
9	.13	-.00	.04	-.01	.10	.17	.12	.33
10	-.43	-.09	.04	-.11	.12	.03	-.04	.48
11	.19	.10	.52	.02	.02	.06	.09	.40
12	-.15	.02	-.02	.01	-.19	-.07	-.17	.22
13	.47	.22	.20	.18	.12	.16	.06	.49
14	.33	.07	-.03	.08	-.12	.11	.03	.37
15	-.41	.02	.05	-.10	.30	.11	.05	.41
16	-.10	.12	-.11	-.01	-.20	-.14	-.06	.35
17	-.11	.03	-.13	-.08	-.08	.00	-.02	.28
18	.11	.03	.39	-.07	-.07	.27	.08	.41
19	.51	.04	.00	.04	.46	.14	.11	.57
20	-.16	-.03	.08	.03	-.06	-.11	-.55	.39
21	.03	.26	.37	.06	-.00	.18	.07	.54
22	-.05	.05	-.22	-.01	-.04	-.12	.14	.28
23	.59	.23	.09	-.12	.06	.05	-.13	.52
24	.28	.00	.20	.05	.06	-.04	.16	.62
25	-.23	.00	-.37	.03	.04	.01	-.28	.42
26	.10	.38	-.02	-.08	-.08	.08	.20	.45
27	.02	-.05	-.05	.17	-.13	-.05	-.02	.45
28	.61	.10	.28	-.03	.09	.05	.11	.58
29	.62	-.01	.16	.03	.01	.15	.23	.52
30	-.13	.00	-.54	-.05	-.01	.13	.08	.37
31	.32	.27	.18	.05	-.27	.12	.09	.45
32	.15	-.04	-.11	-.00	-.18	.48	.15	.43
33	.03	.16	.00	-.12	-.02	.29	.13	.42
34	.15	-.00	.05	.76	.01	-.04	-.04	.64
35	-.42	-.02	-.04	-.04	.06	-.03	-.22	.36
36	-.06	-.05	-.03	.03	.61	-.10	.02	.43
37	.58	.25	.11	-.11	.05	.12	.05	.64
38	.09	.25	-.00	-.17	.10	-.00	-.02	.31
39	.63	-.23	.17	.12	.03	.13	.28	.67
40	-.25	-.23	-.19	-.05	.06	.05	-.58	.59
41	-.12	.00	-.07	.05	-.05	-.23	-.41	.58
42	.03	.01	.01	.71	.03	-.07	.02	.55
43	.08	-.01	.16	.00	-.03	.09	.06	.26
44	.39	-.02	.00	.08	.18	.10	.32	.42
45	-.11	.00	.02	.01	-.01	-.04	-.09	.32
46	-.01	.08	.04	-.05	.12	.03	.03	.35
47	.36	.14	.08	-.06	.02	.00	.37	.39
48	-.48	-.13	-.05	-.17	.16	.03	-.23	.46
49	.50	.21	.09	.18	-.10	.13	.24	.64
50	.21	.09	-.10	-.04	.00	.04	-.17	.43

decentralization of governmental power and responsibility; (3) free versus a controlled economy; (4) government regulated birth control measures versus individual controls; (5) concern for underprivileged versus self concern; (6) dissent versus acquiescence; and (7) national interests versus domestic concern.

Factor I accounted for 35 percent of the variance in the scale, and there were nineteen items with factor loadings of .30 and above on this factor. This was identified as a general factor and labeled "liberalism versus conservatism." The items which were included on this factor were 4, 6, 8, 10, 13, 14, 15, 19, 23, 28, 29, 31, 35, 37, 39, 44, 47, 48, and 49. Items 4, 19, 23, 28, 29 and 39 all had loadings of .50 or higher. In analyzing these six items it would seem that they were measuring a sense of egalitarianism, but after adding the other thirteen items which constitute the factor, no clear value area seems to emerge other than a general value which can best be classified as liberalism versus conservatism. In scoring the items on this factor the item was first identified as measuring a liberal or conservative point of view. Values of 4 and 5 were assigned to those responses which reflected a liberal response, and values of 1 and 2 were assigned to those responses which indicated a conservative response. A value of 3 was assigned to a response of undecided on all factor items. A high score on

this factor then would indicate liberalism, and conversely, a low score would indicate conservatism. A high score or low score should be interpreted as measuring one end of the continuum and does not carry the connotation of "good" or "bad." This is true for all the scores on each factor. The mean score on Factor I was 3.5, and the standard deviation was .68. The items, their loadings, mean score, and standard deviation are found in Table III.

On all factors using the 5 point scale a mean score of 3 would indicate a middle position. For example, on Factor I, a mean score of 3 would indicate that on the average, social studies teachers in Missouri have neither distinctly liberal nor conservative political values. On Factor I, however, the mean score for the sample was 3.5. This indicates that on the average, social studies teachers in the sample tend to value a liberal position on political issues more than a conservative one. Figure 1 graphically illustrates the number of mean scores of social studies teachers in the sample at .5 intervals on the 5 point scale which was employed.

This finding is consistent with McAulay's study of elementary teachers,[102] and with Robinson's report, although Robinson does indicate that the more highly educated have been more conservative on domestic expenditures and welfare

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[102] McAulay, op. cit., pp. 405-410.

TABLE III

FACTOR I

LIBERALISM VERSUS CONSERVATISM

DEFINING ITEMS, FACTOR LOADINGS,
MEAN SCORE AND STANDARD DEVIATION

Factor Loading		Item
.72	4.	The Supreme Court has twisted the constitution to protect criminals at the expense of law-abiding citizens.
.30	6.	Franklin Roosevelt's economic policies were superior to those of Calvin Coolidge.
.35	8.	Support and control of public schools is uniquely a state and local concern.
-.43	10.	America's doors should be opened to immigrants from all nations and current restrictive quotas should be abolished.
.46	13.	If we are to have welfare programs, they should be strictly administered by local and state governments rather than the federal government.
.32	14.	Every citizen of the United States should be allowed to express his beliefs, regardless of what they are.
-.40	15.	United States economic aid to underdeveloped countries without any strings attached is a good way to help less fortunate peoples of the world.
.51	19.	The quality of education in segrated schools is generally as good as in integrated schools.
.51	23.	The federal government should strictly enforce integration in local districts which are not enforcing it themselves.
.63	28.	Much Civil Rights legislation passed by the federal government is undesirable in that it infringes upon the rights of state and local governments.

TABLE III (continued)

Factor Loading		Item
.62	29.	Integration is undesirable if it encourages intermarriage.
.32	31.	The federal government should create jobs for the unemployed.
-.42	35.	Our country should refuse to cooperate in a total disarmament program even if other nations agreed to it.
.58	37.	Even though busing of students might provide more equal opportunities, it ought not to be forced on communities who oppose it.
.63	39.	Australia's immigration policy of admitting only Caucasians is probably a better policy than that which we have followed.
.39	44.	Jensen's studies at Berkeley, which indicates that blacks are intellectually inferior to whites, are probably accurate.
.36	47.	The traditional view of women as wives, mothers, and domestics is just as desirable today as formerly.
-.48	48.	Because we contribute more financially, we should have more power than we do in the United Nations.
.49	49.	The use of electronic devices to secure information concerning activities of suspect persons is necessary to maintain our democratic way of life.

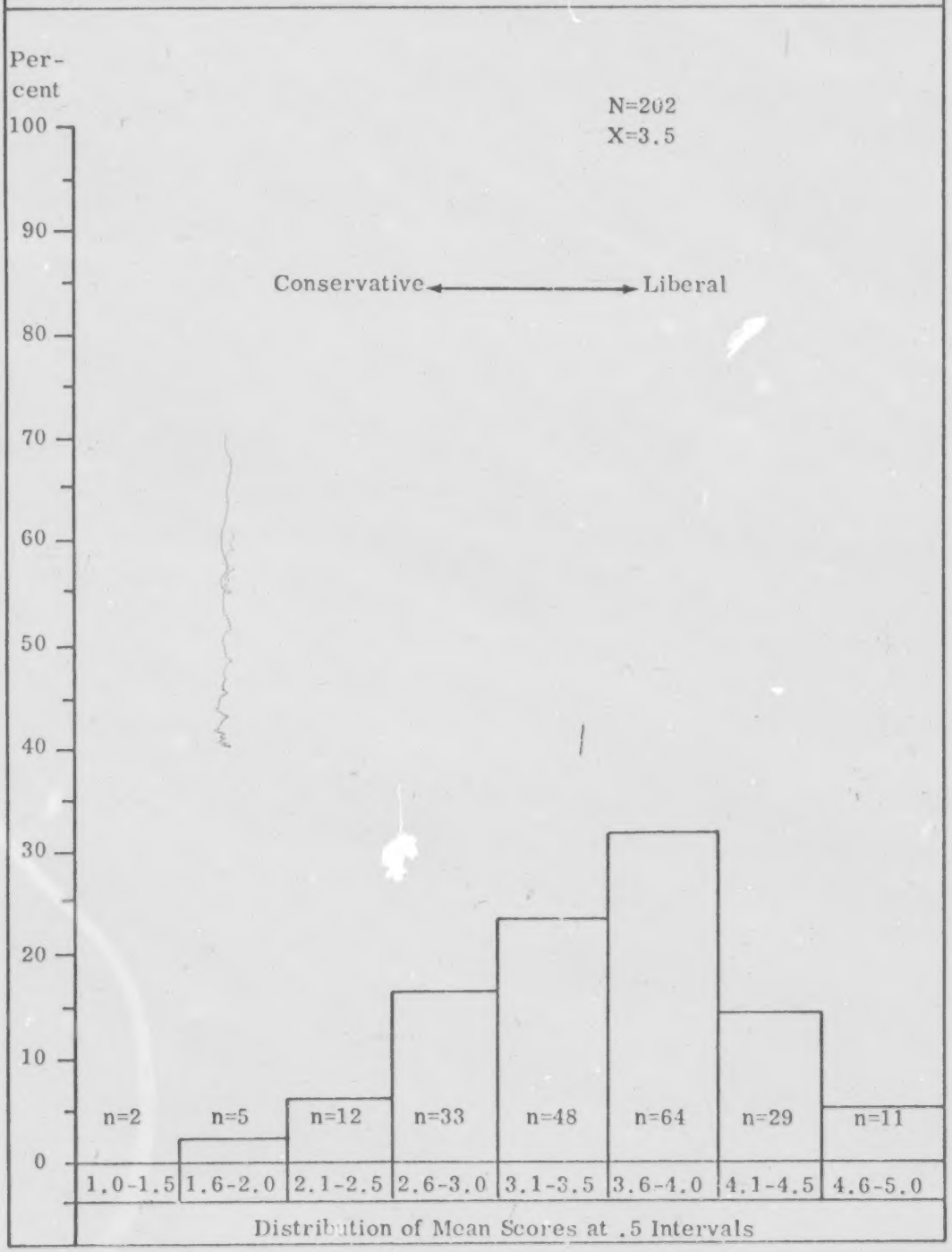
Mean Score=3.5

Standard Deviation = .68

Figure 1

POLITICAL VALUE PROFILE

DISTRIBUTION OF SCORES ON FACTOR I



issues.[103] The explanation for the score on this factor in the present study may be due in part to the age of the sample. Respondents who were younger tended to score higher on the liberal scale than did older people in the sample. Since the mean age of this sample was 31.5, it is presumed that age is an important factor affecting Factor I. It is also consistent with the reports that people become more conservative or accepting of the status quo as they grow older.

Factor II. The items which were used in identifying Factor II were items, 5, 7, 8 and 26. The underlying referent was identified and labeled "centralization of governmental power and responsibility versus decentralization of governmental power and responsibility." This factor explained 9.4 percent of the variance. In scoring the items on this factor, values of 4 and 5 were assigned to the end of the continuum which indicated a belief in the centralization of governmental power and responsibility, and values of 1 and 2 were assigned to responses which reflected a belief in decentralization of governmental power and responsibility. A respondent who expressed strong agreement with centralization of governmental power and responsibilities could score a total of 20 points and a mean score of 5. A high score then would

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[103] Robinson, op. cit., pp. 41-45.

indicate a belief in centralization of governmental power and responsibility. The mean score for Factor II was 2.89 and the standard deviation was .86. The items, their loadings, mean score and standard deviations are found in Table IV.

The mean score of social studies teachers on Factor II of 2.89 indicates that decentralization of governmental power and responsibility is more valued than centralization. Actually, the score approaches a "middle of the road" position on the issue. The dispersion of scores (Figure 2) indicates that there are few extreme positions on this factor.

Factor III. Factor III was labeled "controlled versus a free economy," and six variables were used to define this factor. They were 6, 11, 18, 21, 25, and 30. Factor III accounted for 7.3 percent of the variance. Items 25 and 30 could not be logically related to the remaining four factors and therefore, they were not included in computing the mean scores. In scoring the items on this factor, values of 4 and 5 were assigned to the end of the continuum which represented a belief in a controlled economy, and values of 1 and 2 were assigned to those responses which indicated a belief in a free economy. Any score above 3 would mean that the individual appeared to favor a controlled economy, and a score below 3 implies a belief in a free economy. The mean score on Factor III

TABLE IV

FACTOR II

CENTRALIZATION OF GOVERNMENT POWER VERSUS DECENTRALIZATION

DEFINING ITEMS, FACTOR LOADINGS,
MEAN SCORE AND STANDARD DEVIATION

Factor Loading		Items
.71	5.	Public Utilities should be owned and operated by the federal government.
-.34	7.	The federal government should enact a medical program which would provide adequate medical care for all its citizens.
.30	8.	Support and control of public schools is uniquely a state and local concern.
.38	26.	A national railway system run by the federal government would be a good way to improve passenger service in the United States.

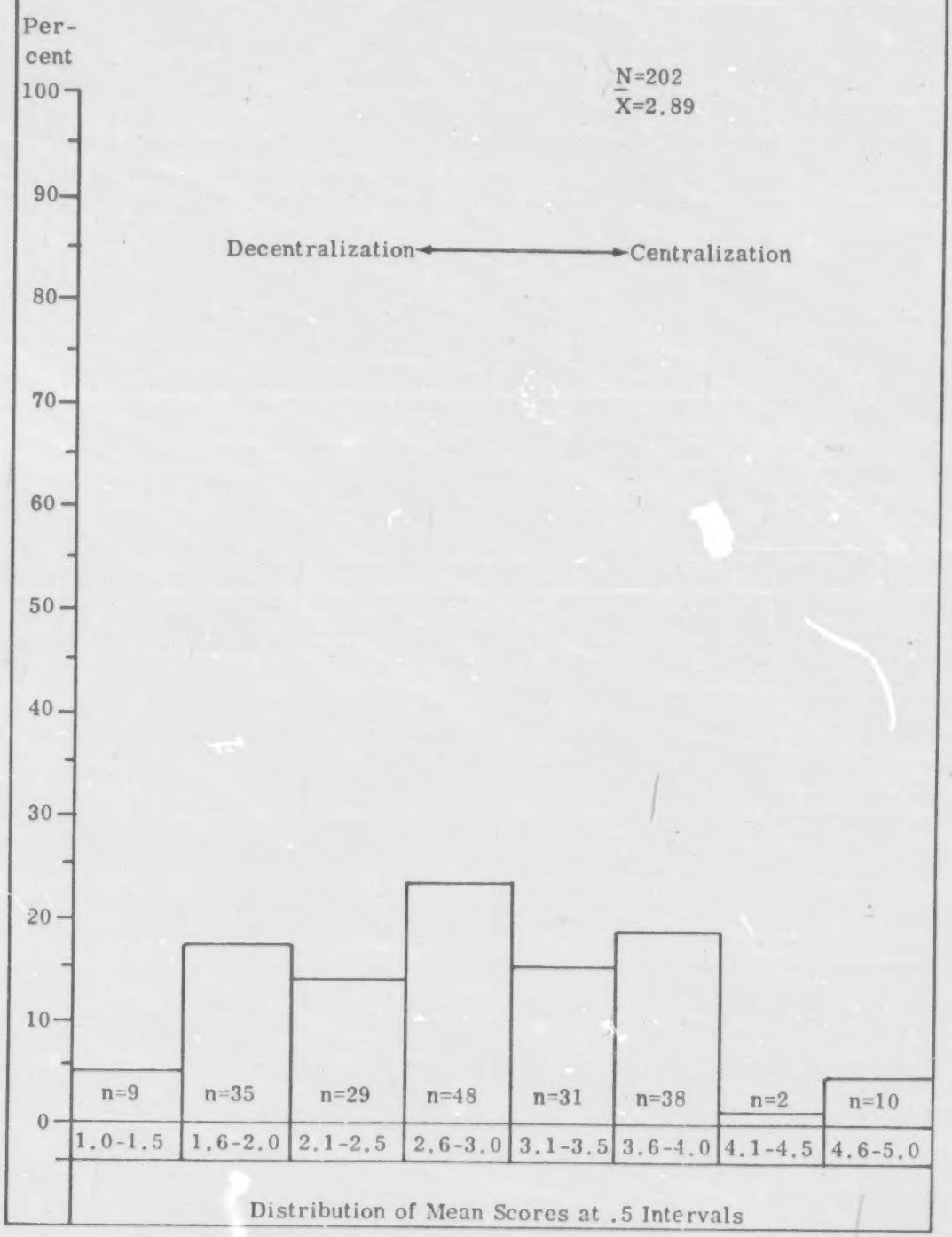
Mean Score=2.89

Standard Deviation=.86

Figure 2

POLITICAL VALUE PROFILE

DISTRIBUTION OF SCORES ON FACTOR II



was 3.54 and the standard deviation was .78. The items, item loadings, mean score and standard deviation are found in Table V. A further breakdown of these scores at .5 point intervals is found in Figure 3.

It is interesting to note that on this factor, the sample of social studies teachers place a higher value on a controlled economy than a free economy. On first analysis it appears to be inconsistent with the mean score on Factor II which placed a higher value on decentralization of governmental power and responsibility. Further analysis does not eliminate this apparent inconsistency, but may provide an explanation for the seeming contradiction. The most acceptable explanation may well be that although decentralization may be more highly valued, there is also the desire to improve one's economic status and insure economic security. It may appear to the sample that this can best be achieved through a controlled economy. The mean score on this factor is consistent with the liberal-conservative mean score and may be indicative of the liberal-conservative element which is present in several of the factors.

Factor IV. Factor IV is a unique factor in that only two items had factor loadings large enough to be included, and these were both higher than on most of the other factors. It was also an unexpected factor as there had been no explicit attempt to measure this value area.

TABLE V

FACTOR III

CONTROLLED ECONOMY VERSUS FREE ECONOMY

DEFINING ITEMS, FACTOR LOADINGS
MEAN SCORE AND STANDARD DEVIATION

Factor Loading		Items
.53	6.	Franklin Roosevelt's economic policies were superior to those of Calvin Coolidge.
.52	11.	If the law of supply and demand is allowed to operate freely, the economy will be healthier in the long run.
.38	18.	President Eisenhower's decision to turn over control of off-shore oil reserves to the states was a wise decision.
.36	21.	The Tennessee Valley Authority should be controlled and managed by private industry.
-.36	*25.	Programs such as the Peace Corp should be abolished.
-.54	*30.	George Washington's advice to stay out of foreign alliances is just as wise today as it was then.

Mean Score=3.54

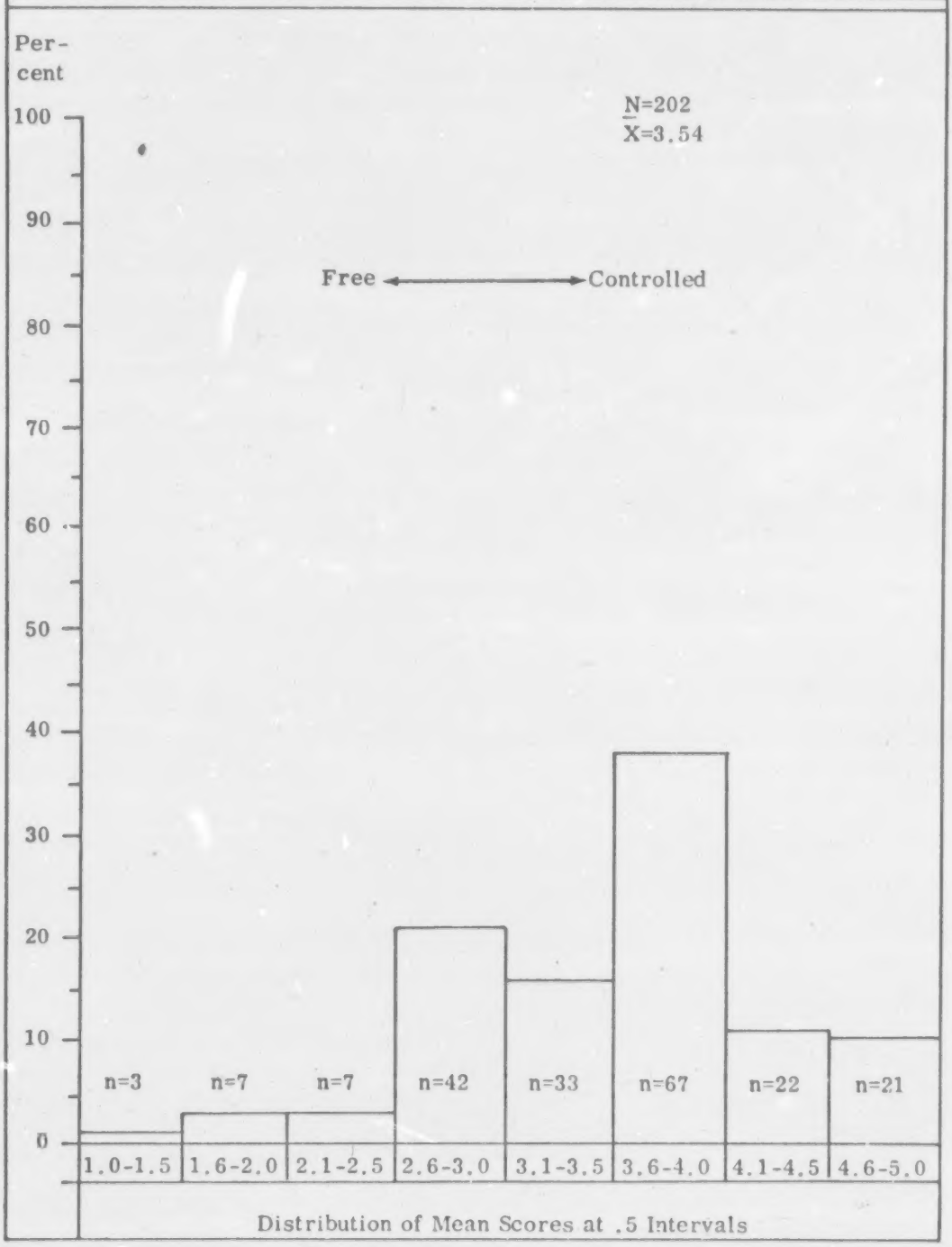
Standard Deviation=.78

*These items were not used in computing mean scores.

Figure 3

POLITICAL VALUE PROFILE

DISTRIBUTION OF SCORES ON FACTOR III



This factor was composed of items 34 and 42 and the underlying referent was labeled, "government regulated birth control measures versus individual birth control measures." Factor IV accounted for 6.1 percent of the variance. Agreement with both statements infer a belief in government regulated birth control measures, and values of 1 and 2 were assigned to responses which indicated a preference for government controls, and values of 4 and 5 were assigned to responses which reflected a belief in individual controls. A high score then would indicate a ~~belief in~~ greater value was placed on individual ~~government regulated~~ birth control measures. The mean score for this factor was 3.64, and the standard deviation was 1.06. The items, item loadings, mean score and standard deviation for Factor IV are found in Table VI.

A mean score of 3.64 was not surprising on this factor. While recognizing the need to control population, most social studies teachers within the sample are not willing to cede this control to government. Figure 4 provides a further breakdown of the scores on this factor in that it indicates the dispersion of scores in intervals of .5 and shows the number of persons who responded in each of these intervals.

Factor V. Factor V was composed of items 15, 19, and 36. It was identified and labeled as measuring "concern for underprivileged groups versus self concern." Responses which indicated a concern for underprivileged

TABLE VI

FACTOR IV

GOVERNMENT CONTROLLED BIRTH
REGULATIONS VERSUS INDIVIDUAL CONTROLS

DEFINING ITEMS, FACTOR LOADINGS,
MEANS SCORE AND STANDARD DEVIATION

Factor Loading		Items
.75	34.	Mandatory sterilization would be a desirable way to keep people from having large families when they cannot afford them.
.70	42.	If the problem of over population is to be overcome, the number of children allowed must be controlled by state and local governments.

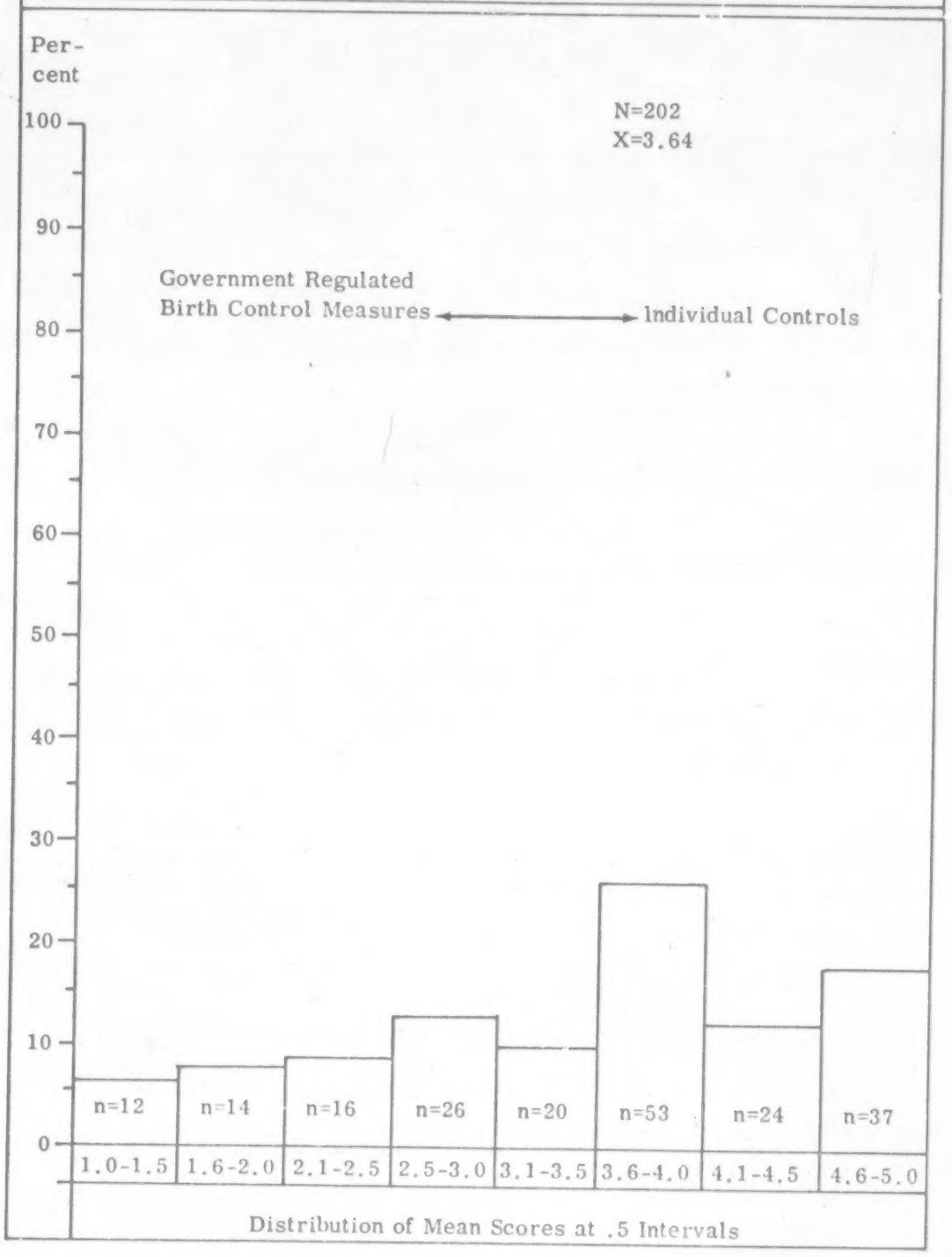
Mean Score=3.64

Standard Deviation=1.06

Figure 4

POLITICAL VALUE PROFILE

DISTRIBUTION OF SCORES ON FACTOR IV



groups were assigned values of 4 and 5, and responses which reflected self concern were assigned values of 1 and 2. A high score on this factor would indicate a concern for the underprivileged, and a low score would imply that self concern was more highly valued.

While there are those who will not necessarily agree with the idea that agreement with statement 36 reflects a concern for the underprivileged, if it is analyzed from its total perspective, it can be justified. The feeling that business gets more than its fair share of profits is held by many Americans. In a situation such as a dock worker's strike, public safety is not involved, and although many individuals do not condone labor strikes, the dock worker is an "underdog" in this situation if both business and the federal government are considered to have the most power.

The mean score on this factor was 3.25, and the standard deviation was .81. The items, item loadings, mean score, and standard deviation for this factor are found in Table VII.

Although the social studies teachers in the sample reflected a concern for the underprivileged it was not as high as their scores on the liberal-conservative factor. Figure 5 further illustrates the scores on this factor by providing the number of mean scores of the sample at each .5 interval.

TABLE VII

FACTOR V

CONCERN FOR UNDERPRIVILEGED VERSUS SELF CONCERN

DEFINING ITEMS, FACTOR LOADINGS
MEAN SCORE AND STANDARD DEVIATION

Factor Loading		Items
.30	15.	United States economic aid to underdeveloped countries without any strings attached is a good way to help less fortunate peoples of the world.
.45	19.	The quality of education in segregated schools is generally as good as in integrated schools.
.65	36.	The federal government should not intervene when laboring groups, such as dock workers, are out on strike.

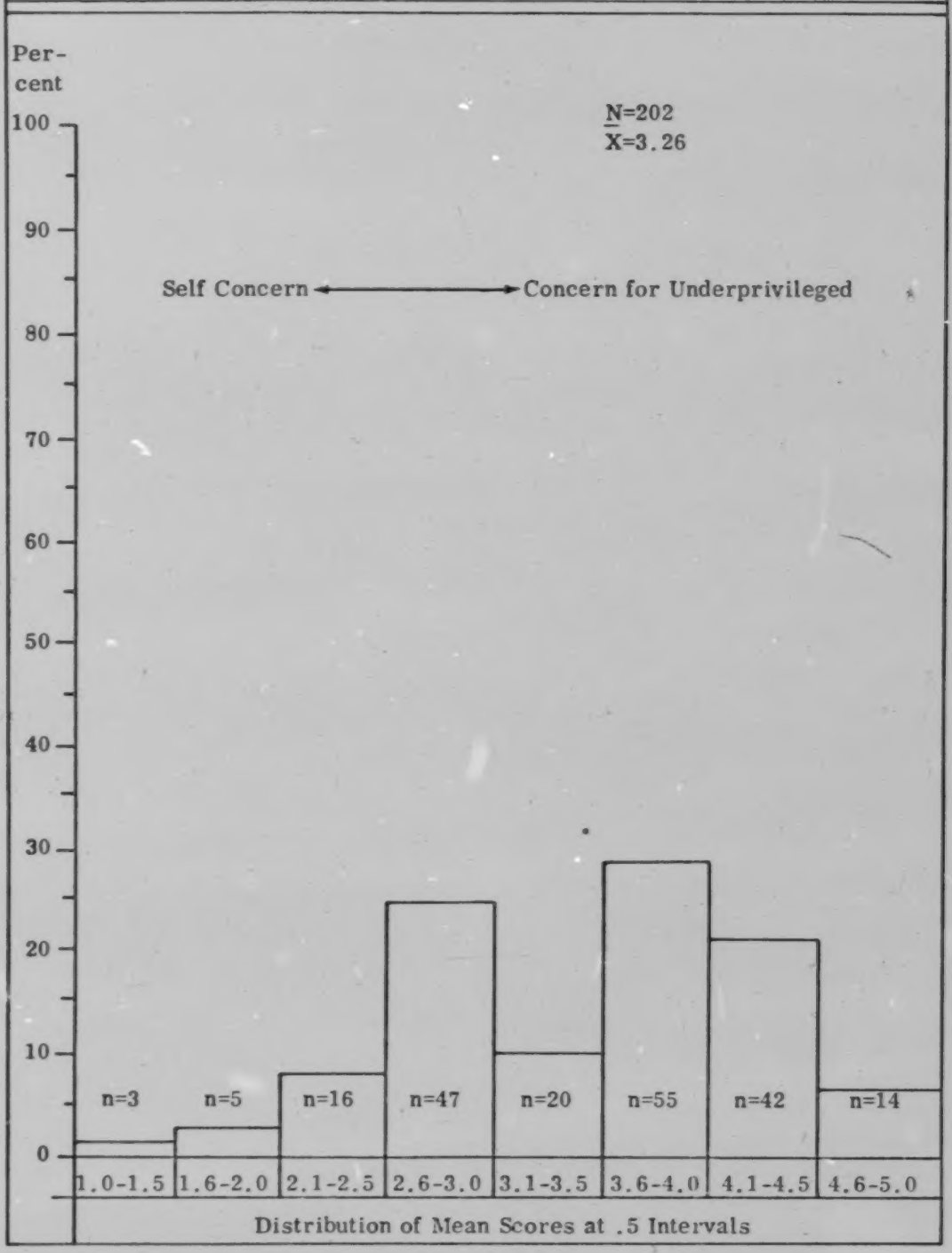
Mean Score=3.26

Standard Deviation=.81

Figure 5

POLITICAL VALUE PROFILE

DISTRIBUTION OF SCORES ON FACTOR V



Factor VI. Factor VI had only two items which had factor loadings of .30 or higher. These were items 2 and 32. This factor accounted for 5.8 percent of the variance. Factor VI was defined and labeled as measuring "dissent versus acquiescence." Both statements were phrased so that agreement indicated a belief in dissent. Values of 4 and 5 were assigned to those responses which indicated a belief in dissent, and values of 1 and 2 were assigned to those which implied acquiescence. A high score would indicate that the individual valued dissent. The mean score on this factor was 3.07 and the standard deviation was 1.04. The items, loadings, mean score, and standard deviation for Factor VI are found in Table VIII.

The mean score on this factor is not surprising when you consider the dilemma which exists in the entire society over the issue of dissent. The fact that this score indicates a slightly greater tendency toward dissent may be related to the mean age of the sample. Since younger people tended to be more liberal in their values, they are less inclined to accept the status quo. The number of mean scores at .5 intervals for this factor are shown in Figure 6.

Factor VII. Factor VII was composed of items 20, 40, 41, 44 and 47. However, items 44 and 47 did not seem to logically relate to the others when identifying and labeling the political value which was being measured.

TABLE VIII

FACTOR VI

DISSENT VERSUS ACQUIESCENCE

DEFINING ITEMS, FACTOR LOADINGS,
MEAN SCORE AND STANDARD DEVIATION

Factor Loading		Items
.51	2.	All forms of racial and religious discrimination should be made illegal and punishable.
.47	32.	People should be free to protest injustice by any means which do not result in an injustice greater than the one being protested.

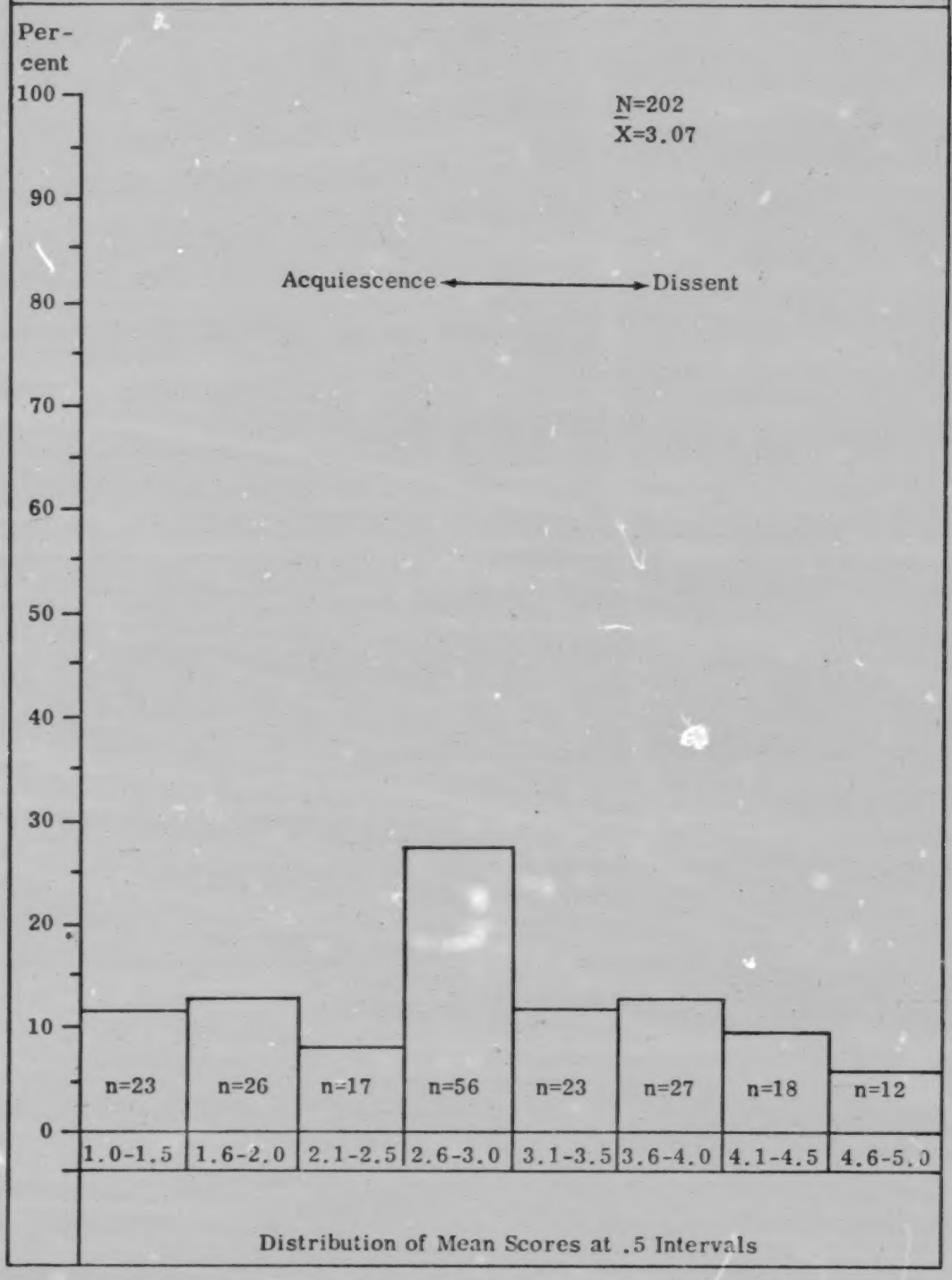
Mean Score=3.07

Standard Deviation=1.04

Figure 6

POLITICAL VALUE PROFILE

DISTRIBUTION OF SCORES ON FACTOR VI



Also, the factor loadings, although high enough to be included in identifying this factor were not as high as the remaining three items. Therefore, they were not included in the computation of the mean scores. This factor accounted for 4.4 percent of the total variance. The value which it measured was identified and labeled "national prestige versus domestic welfare." Responses which reflected a concern for national prestige were given values of 4 and 5, and responses which indicated concern for domestic welfare were given values of 1 and 2. A high score on this factor would indicate that concern for national prestige was more highly valued than domestic welfare. The mean score on this factor was 2.64, and the standard deviation was .83. The items, loadings, mean score and standard deviations are found in Table IX.

The mean score on this factor indicates that social studies teachers in the sample place a higher value on domestic welfare than on national prestige. This factor, like some other factors, reflects the liberal-conservative element which is evident throughout the Political Value Scale. The concern for domestic welfare as indicated by social studies teachers is seen in the national community when issues such as funding for the Supersonic Transport was being debated with funding finally being withdrawn. It is also reflected in current political campaigning in which a major issue has been to

TABLE IX

FACTOR VII

NATIONAL PRESTIGE VERSUS DOMESTIC WELFARE

DEFINING ITEMS, FACTOR LOADINGS,
MEAN SCORE AND STANDARD DEVIATION

Factor Loading		Items
-.55	20.	The space program should be fully funded in order that America's leadership in the exploration of space be maintained.
-.57	40.	The best way to insure peace is to keep the United States stronger than any other nation in the world.
-.41	41.	When a company such as Boeing Aircraft is in financial difficulty, it would be a good thing if the government would provide financial aid to that compnay.
.31	*44.	Jensen's studies at Berkeley, which indicate that blacks are intellectually inferior to whites, are probably accurate.
.36	*47.	The traditional view of women as wives, mothers, and domestics is just as desirable today as formerly.

Mean Score=2.64

Standard Deviation=.83

*These items were not used in computing mean scores.

reduce the national defense budget and place greater emphasis on domestic problems.

Figure 7 shows the distribution of the mean scores on this factor as they appear at .5 intervals. As will be noted only six of the respondents scored above 4 on this factor. This would indicate that very few of the individuals in the sample strongly agreed with the idea that national prestige and its maintainance had a great deal of value.

II. PERSONAL CHARACTERISTICS OF THE SAMPLE

The following personal characteristics and background information about Missouri high school social studies teachers discovered in the course of this study will be presented in this section in both narrative and graph form.

Age. In the sample of 202 social studies teachers in Missouri high schools, seventy-seven, or 38 percent of them were between the ages of 20-29; sixty, or 30 percent were between the ages of 30-39; thirty-three, or 16 percent were between the ages of 40-49; twenty-one, or 10 percent were between the ages of 50-59; and eleven, or 5 percent were between the ages of 60-65. (Figure 8.) The median age of the sample was 35.9 years and the mean age was 31.5 years. This is considerably lower than the mean age of 38.39 years reported by Wood in his study in 1966 of a

Figure 7

POLITICAL VALUE PROFILE

DISTRIBUTION OF SCORES ON FACTOR VII

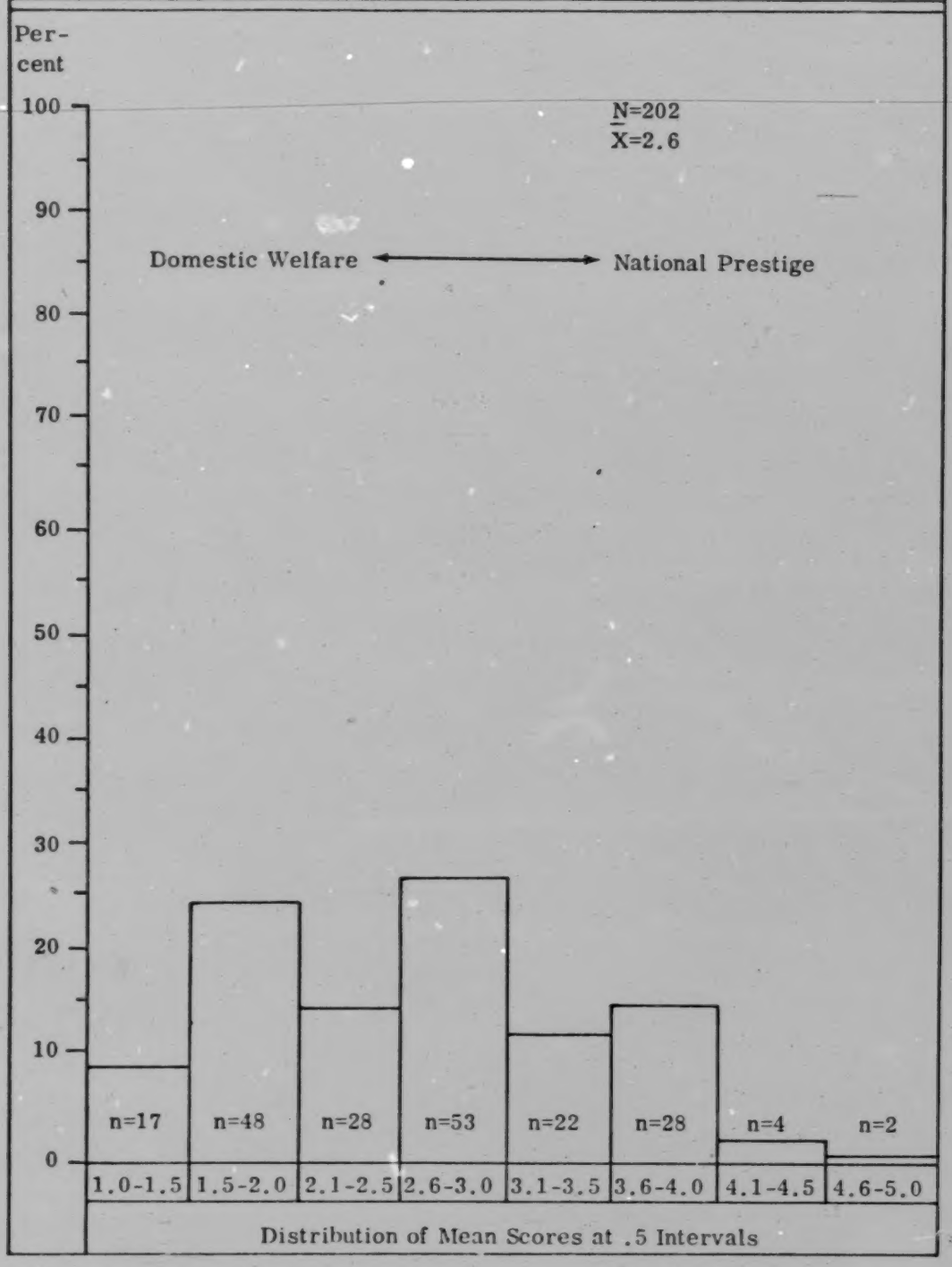
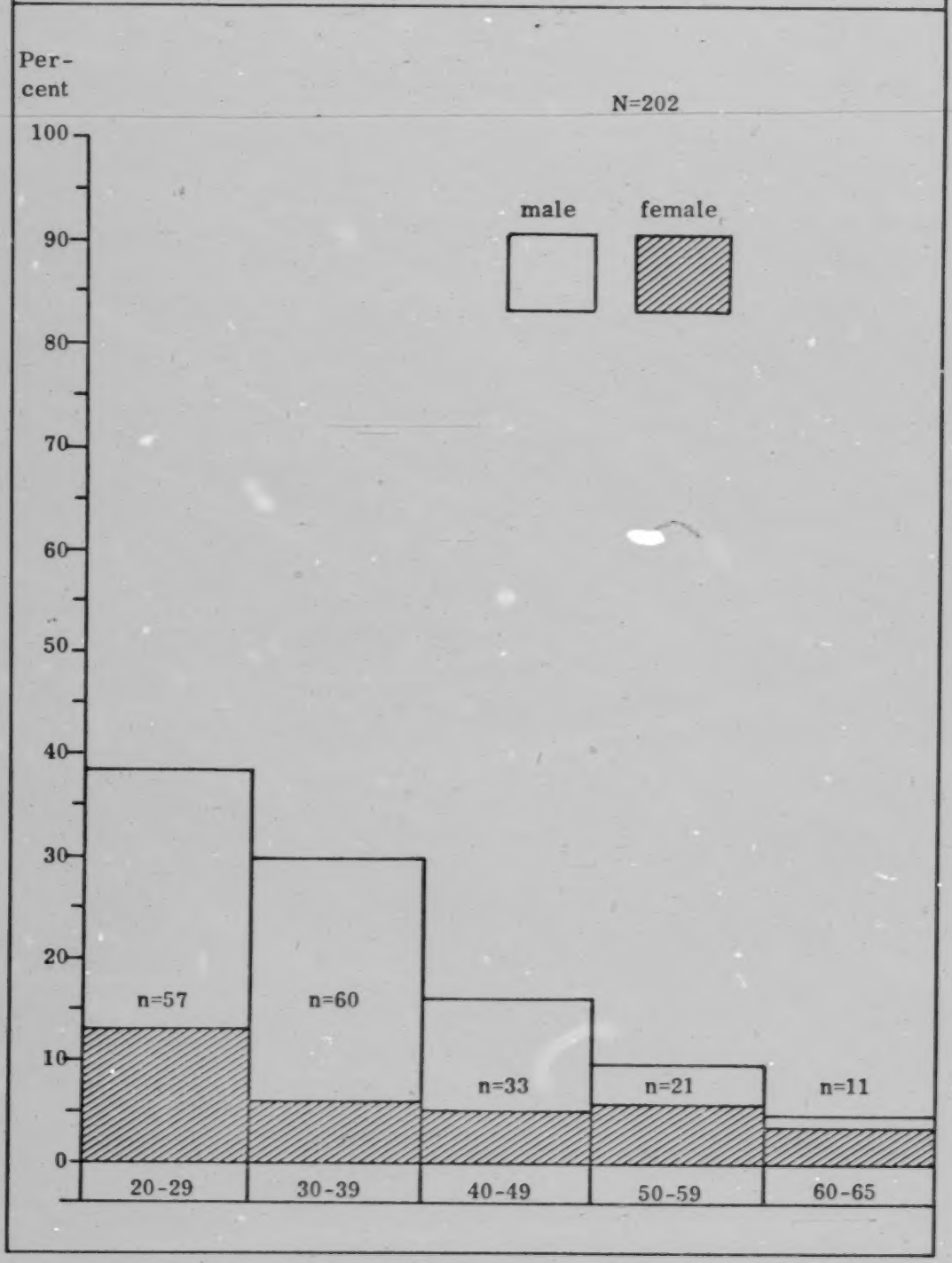


Figure 8

PERSONAL CHARACTERISTICS

AGE AND SEX



random sample of 420 social studies teachers in Missouri.[104] However, it is higher than the median age of 29.7 years reported by Morris in his study in 1969 which included a random selection of 150 social studies teachers in Mississippi Public High Schools.[105]

Sex. One hundred and thirty-one, or 65 percent of the sample were male and seventy-one, or 35 percent were female. (Figure 8.) This figure is consistent with both Wood[106] and Morris[107] who reported approximately two-thirds of the social studies teachers in their samples were male.

Race. One hundred and ninety-six members of the sample were white, and six were black. (Figure 9.) All suburban schools and schools of 500 or less were without black social studies teachers. Of the sample there was only one black social studies teacher in schools of 1500 or less population. Because of the small number of blacks, this variable was not included in the correlations which were computed.

Religion. As expected, Protestantism was the predominant religion with 148, or 73 percent listing this as their religious preference. Twenty-nine, or 14 percent

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[104] Wood, op. cit., p. 133.

[105] Morris, op. cit., p. 67.

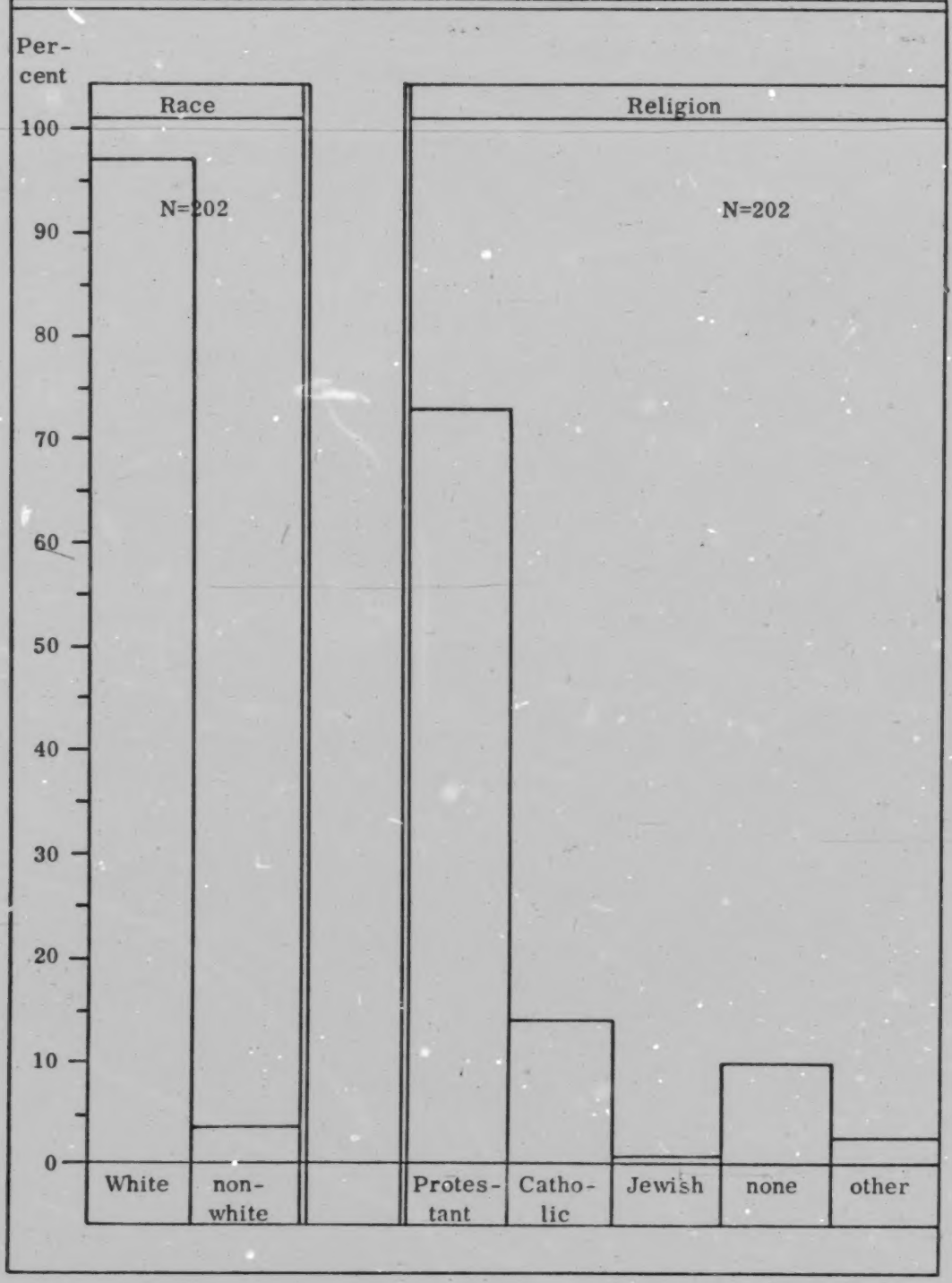
[106] Wood, op. cit., p. 134.

[107] Morris, op. cit., p. 68.

Figure 9

PERSONAL CHARACTERISTICS

RELIGIOUS PREFERENCE AND RACE



were Roman Catholic; twenty, or 10 percent listed none; four, or 2 percent listed other; and one, or .5 percent listed Jewish. (Figure 9.)

Size of High School in Which Employed. Twenty-one, or 10 percent were employed in high schools of 500 or less; fifty-nine, or 29 percent in high schools of 500-1500; seventy-eight, or 39 percent in high schools of 1500-2500; and forty-four, or 22 percent were employed in high schools whose population exceeded 2500. (Figure 10.)

Size of Community in Which Sample Was Raised. Fifty-nine, or 29 percent grew up in communities of 2500 or less; forty-six, or 23 percent in communities of 2500-10,000; twenty, or 10 percent in communities of 10,000-25,000; ten, or 5 percent in communities between 25,000-50,000; twenty, or 10 percent in communities of 50,000-100,000; and forty-seven, or 23 percent in communities of 100,000 or more. (Figure 11.) Of the total sample, approximately one-half grew up in communities of 10,000 or less.

Number of College Hours. Thirty-eight, or 19 percent of the sample had bachelor's degrees; forty-six, or 23 percent had a bachelor's degree plus fifteen hours; fifty-five, or 27 percent had master's degrees; thirty-three or 16 percent had a master's degree plus fifteen hours; twenty-four, or 12 percent had a master's degree

Figure 10

PERSONAL CHARACTERISTICS

SIZE OF HIGH SCHOOL IN WHICH SAMPLE IS EMPLOYED

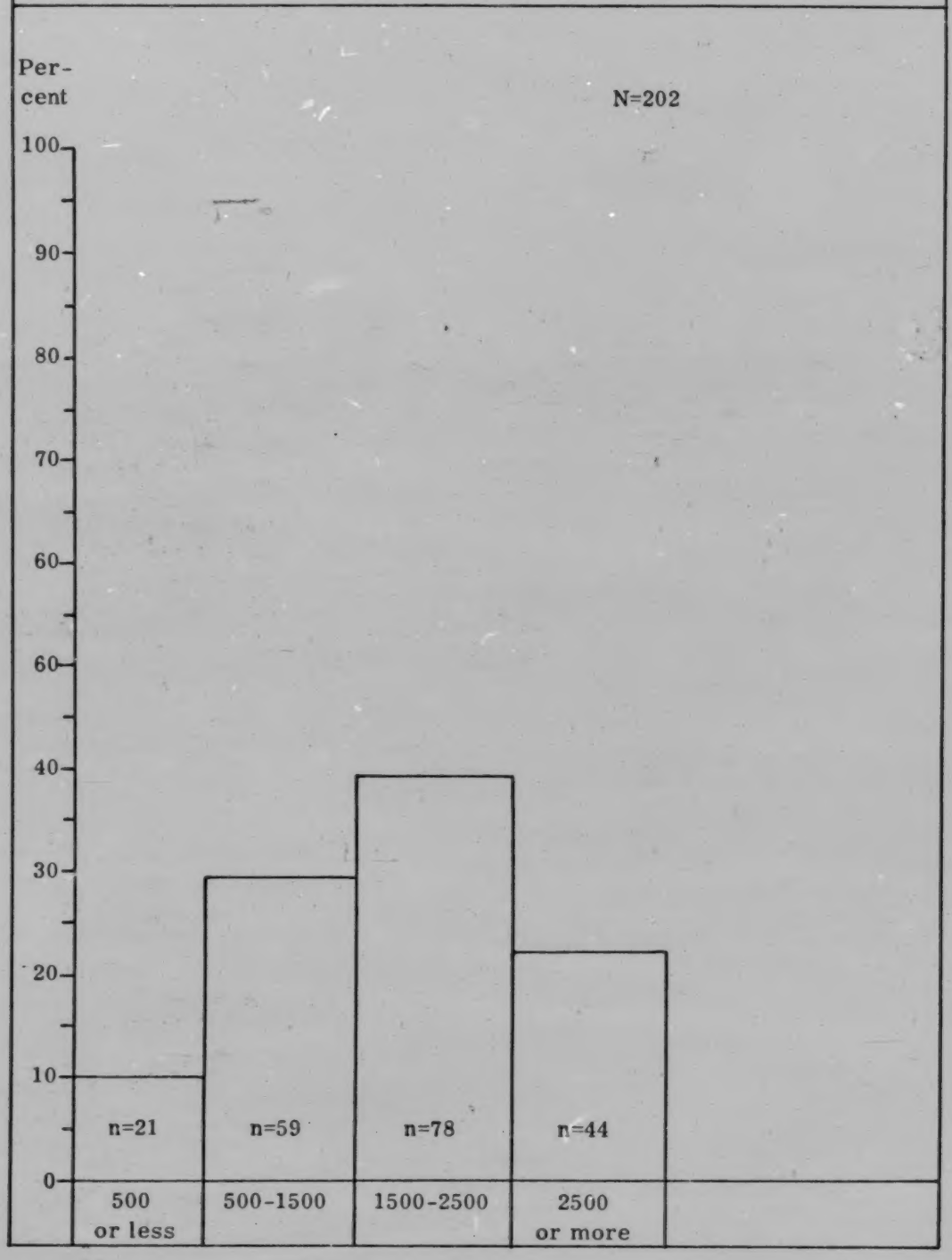
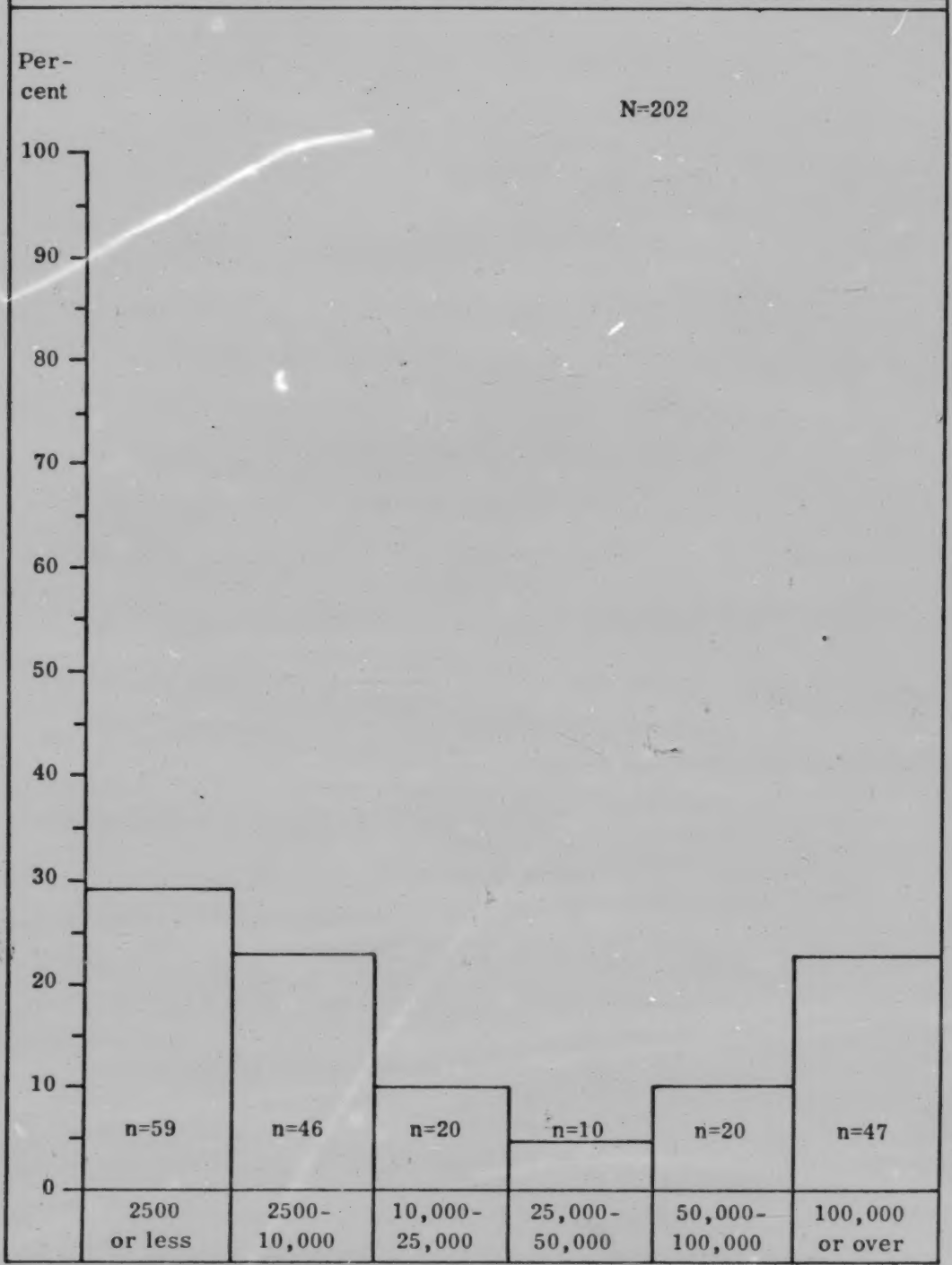


Figure 11

PERSONAL CHARACTERISTICS

SIZE OF COMMUNITY IN WHICH SAMPLE WAS RAISED



plus thirty hours; and five, or 2 percent had a doctor's degree or hours equivalent. (Figure 12.)

Number of Semester Hours in Social Science or History. Of the sample involved in this study, only two, or .01 percent had less than fifteen hours in social science; eleven, or 5 percent had fifteen to twenty-nine hours; twenty-three, or 11 percent had between thirty and thirty-nine hours; thirty-five, or 17 percent had between forty and forty-nine hours; and 130, or 65 percent had fifty or more hours in social science and history. (Figure 13.)

Undergraduate Majors. One hundred and ten, or 55 percent of the sample listed history as their undergraduate major; seven, or 3 percent sociology; five, or 2 percent economics; eleven, or 5 percent political science; two, or 1 percent anthropology; two, or 1 percent geography; and sixty-six, or 32 percent listed other majors. (Figure 14.) Since neither the broad field of social studies nor psychology was listed as alternatives from which the participants could select, and since a large number of the sample had forty or more hours in the social sciences, it is assumed that many of those who chose "other" had a major in either of these two areas.

Since many of the new social studies curriculum projects attempt to integrate some of the social science disciplines, educators who are responsible for the

Figure 12

PERSONAL CHARACTERISTICS

NUMBER OF COLLEGE HOURS

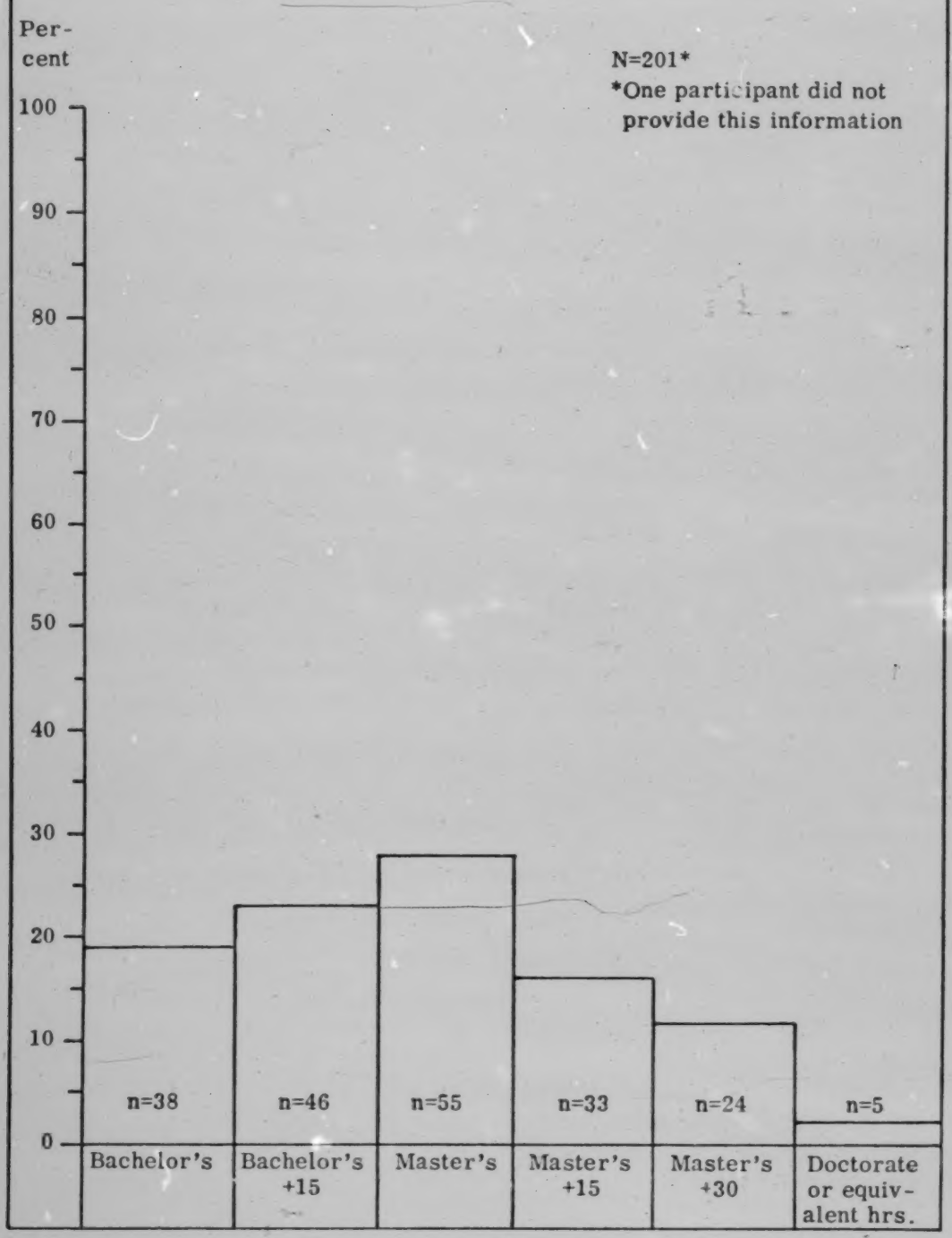


Figure 13

PERSONAL CHARACTERISTICS

NUMBER OF COLLEGE HOURS IN SOCIAL SCIENCE AND/OR HISTORY

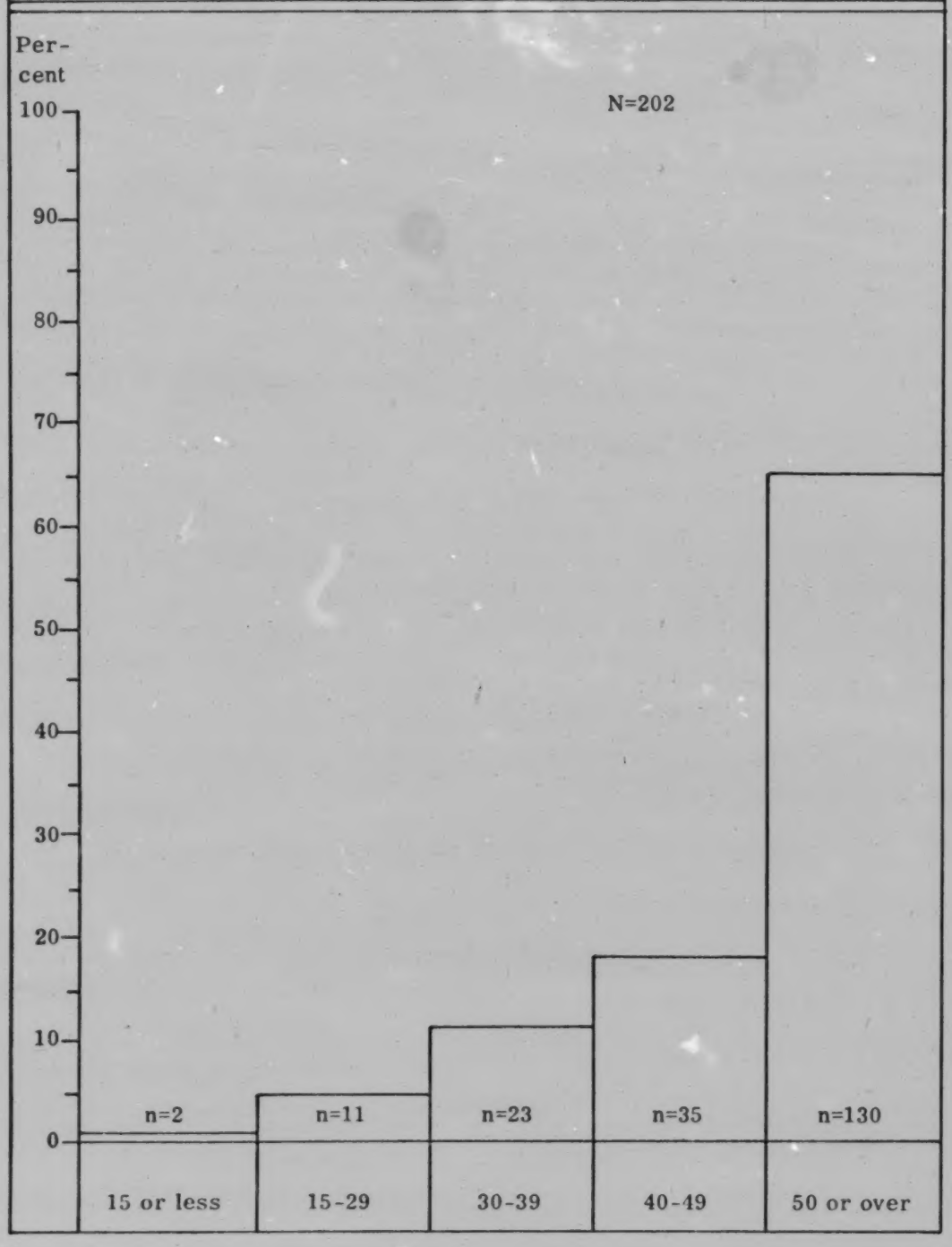
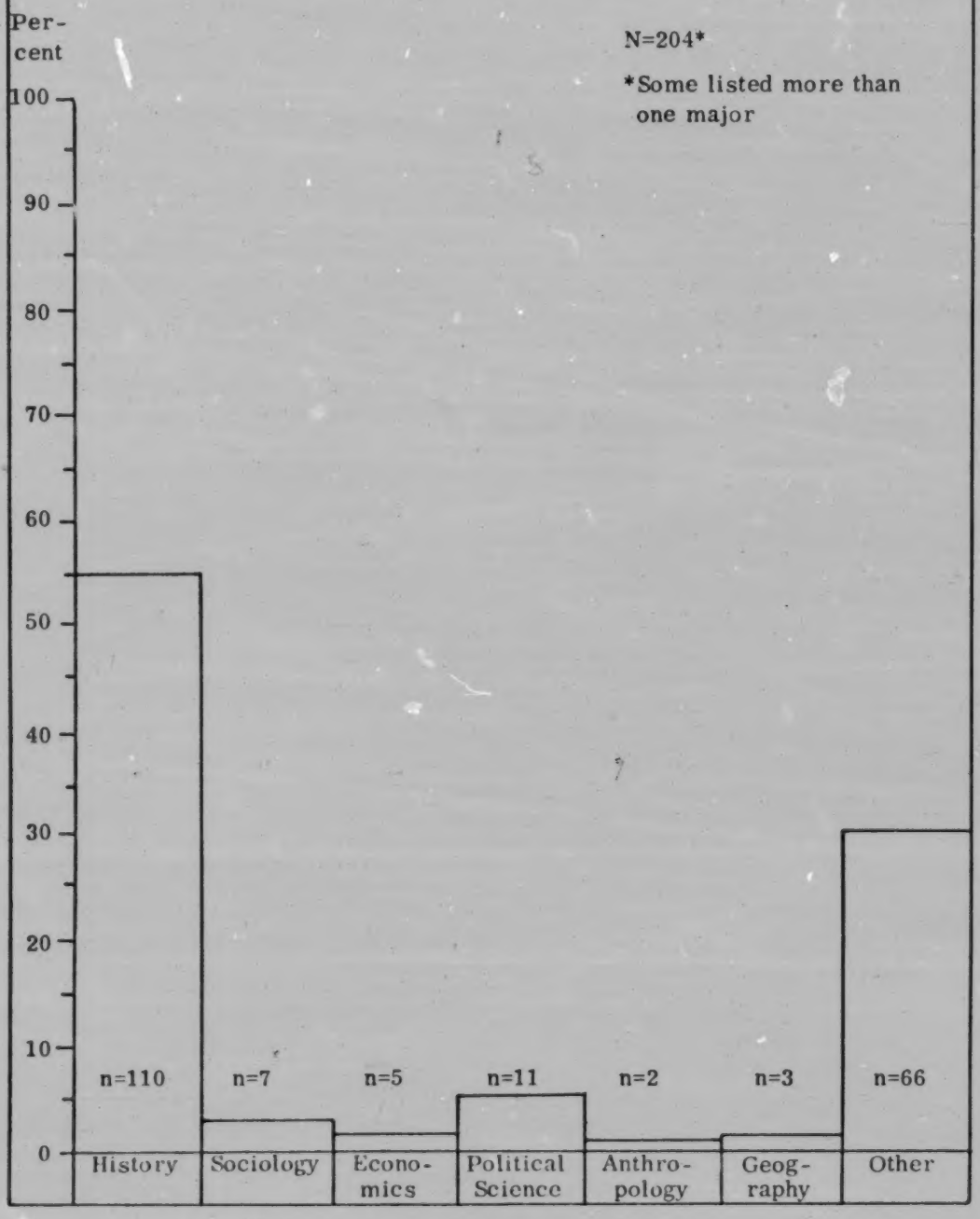


Figure 14

PERSONAL CHARACTERISTICS

UNDERGRADUATE MAJORS



training and education of social studies teachers should be concerned that students will have training in more than one area in order to be certified. Since this study did not provide an opportunity for respondents to indicate undergraduate minors, it is assumed that many have had academic training in more than one of the social science disciplines.

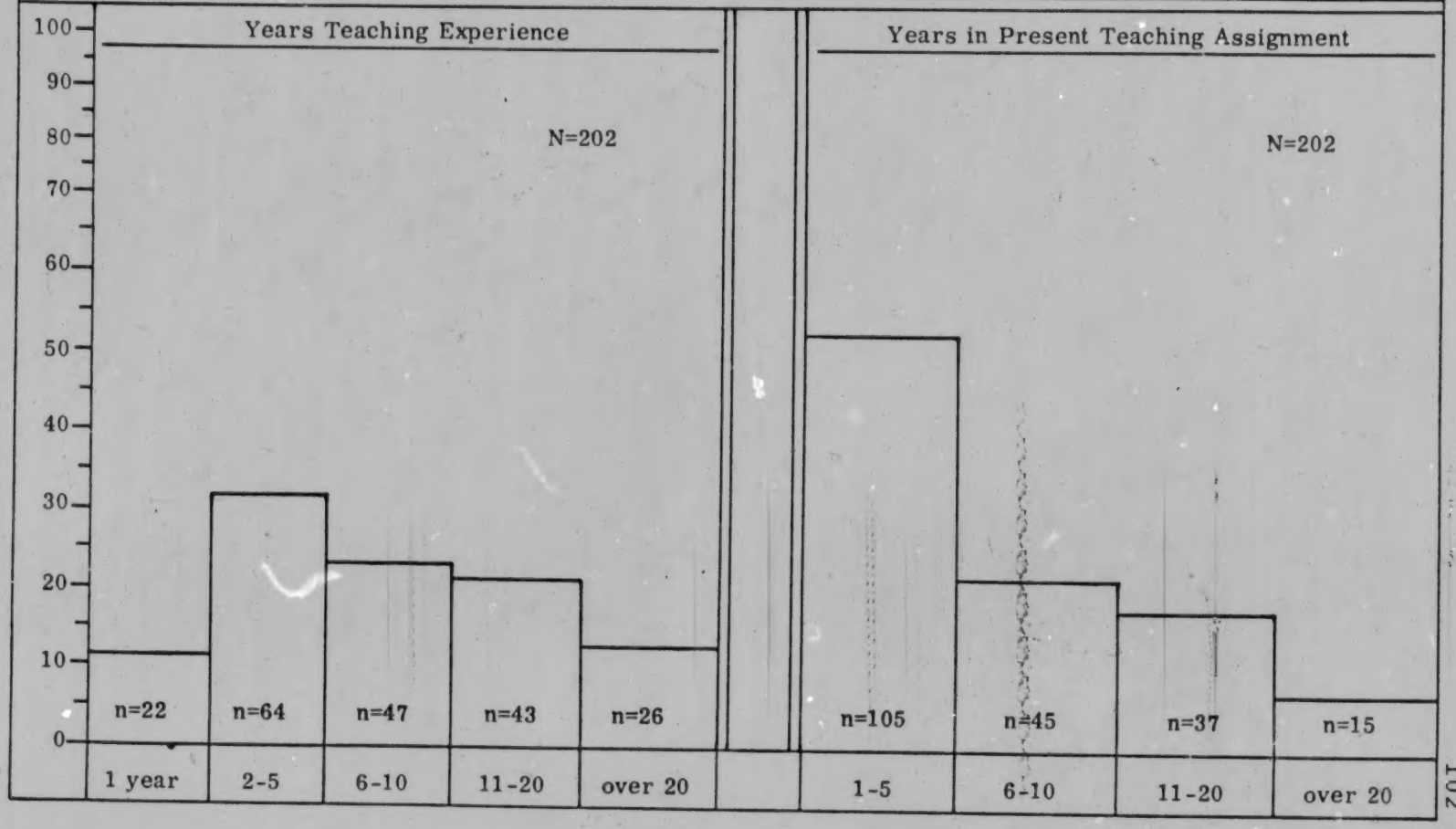
There is a noticeable absence of social studies teachers who have majors in the area of anthropology, sociology, economics and geography.

Years Teaching Experience. Twenty-two, or 11 percent of the respondents were teaching their first year; sixty-four, or 32 percent had taught from two to five years; forty-seven, or 23 percent from six to ten years; forty-three, or 21 percent from eleven to twenty years; and twenty-six, or 13 percent had taught more than twenty years. (Figure 15.) A further analysis of this data indicates that 65 percent of the respondents had taught ten years or less, and 42 percent of the total sample had taught five years or less. If it is assumed that the majority of the individuals who have taught five or less years received their professional training just prior to their entrance into teaching, this would mean that their training was in the last ten years during the time period when much impetus was being given to the development of new social studies curriculum projects.

Figure 15

PERSONAL CHARACTERISTICS

YEARS TEACHING EXPERIENCE AND YEARS IN PRESENT TEACHING ASSIGNMENT



Years Experience in Present Teaching Assignment. One hundred and five, or 52 percent of the participants had taught from one to five years in their present teaching assignment; forty-five, or 22 percent from six to ten years; thirty-seven, or 18 percent from eleven to twenty years; and fifteen, or 7 percent had been in their present assignment for twenty years or more. (Figure 15.)

Father's Occupation. Seventy-five, or 37 percent of the sample listed their father's occupation as laborer; thirty-nine, or 19 percent were farmers; twenty-six, or 13 percent were professionals; forty-three, or 21 percent in business (management); seven, or 3 percent business (clerical); two, or 1 percent in military; seven, or 3 percent in civil service, and two, or 1 percent listed "other." (Figure 16.) Because the questionnaire did not provide the opportunity to indicate whether the father was a skilled, semi-skilled or unskilled laborer, it was not feasible to attempt to determine social class from this data as had been originally planned. The number of respondents whose fathers were classified as laborer is comparable to that found by Wattenberg in his study of Detroit teachers.[108] The number of individuals whose fathers were farmers is consistent with the study made

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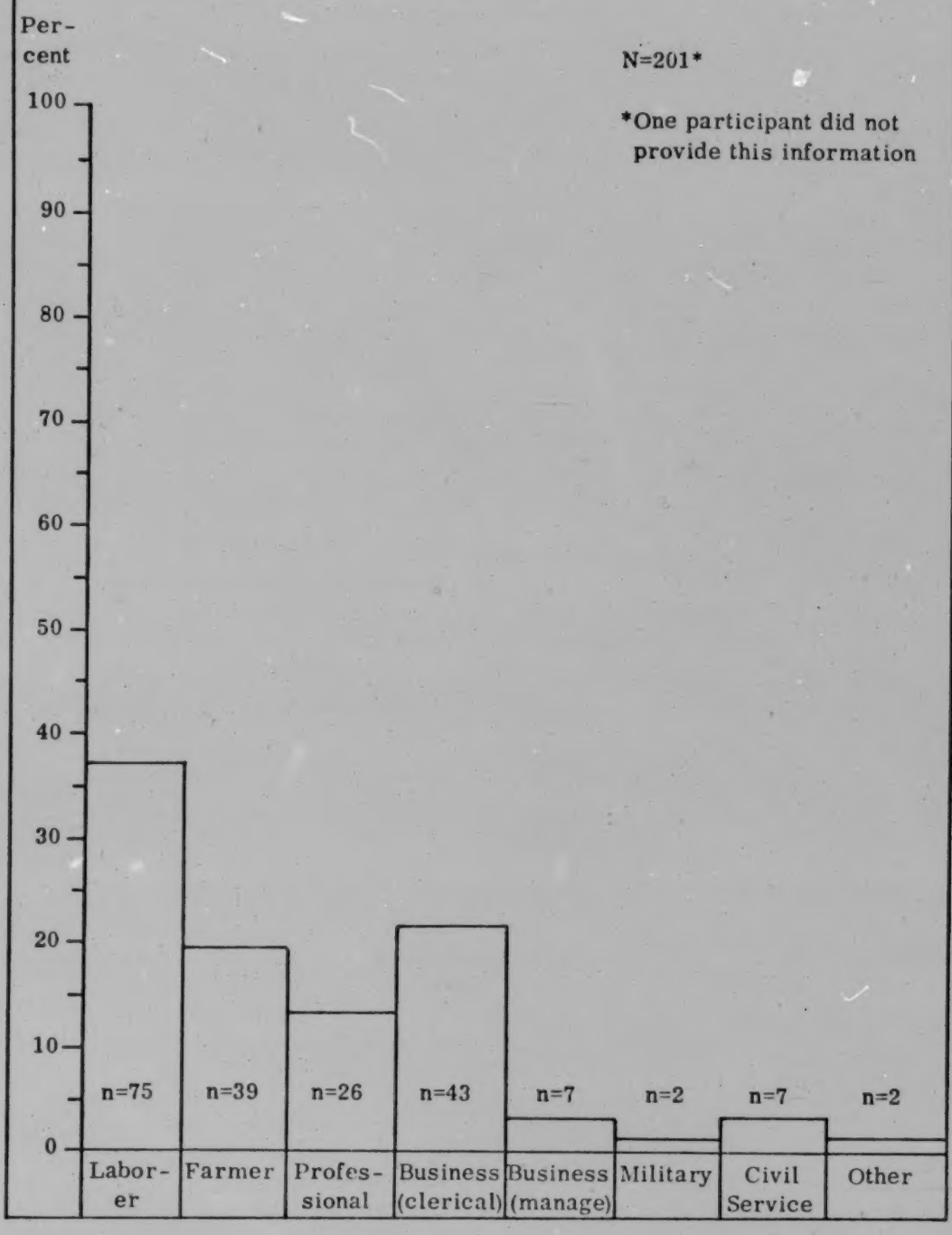
[108]Wattenberg, op. cit., p. 14.

Figure 16

PERSONAL CHARACTERISTICS

OCCUPATION OF FATHER



by Best in 1948,[109] and the National Education Study made in 1957.[110] The number of participants whose fathers were in business is similar to that found by Wattenberg.[111]

Mother's Occupation. One hundred and fifty-one, or 74 percent of the sample listed their mother's occupation as housewife; nineteen, or 9 percent were in professions; fourteen, or 7 percent in business (clerical); four, or 2 percent were in business (management); two, or 1 percent secretarial; and one, or .5 percent civil service. (Figure 17.)

Professional Organizations. A larger number of social studies teachers in the sample belonged to the Missouri State Teachers' Association than any other professional organization with 178, or 88 percent belonging to this organization. (Figure 18.) One hundred and fifty-four, or 87 percent belonged to their local education association; 118, or 58 percent belonged to the National Education Association; fifty-eight, or 29 percent belonged to the National Council for the Social Studies; fifty-nine, or 29 percent belonged to the Missouri Council for the Social Studies; ten, or 5 percent belonged to the American

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[109] Best, op. cit., pp. 201-259.

[110] Charters, op. cit., p. 719.

[111] Wattenberg, op. cit., p. 14.

Figure 17

PERSONAL CHARACTERISTICS

OCCUPATION OF MOTHER

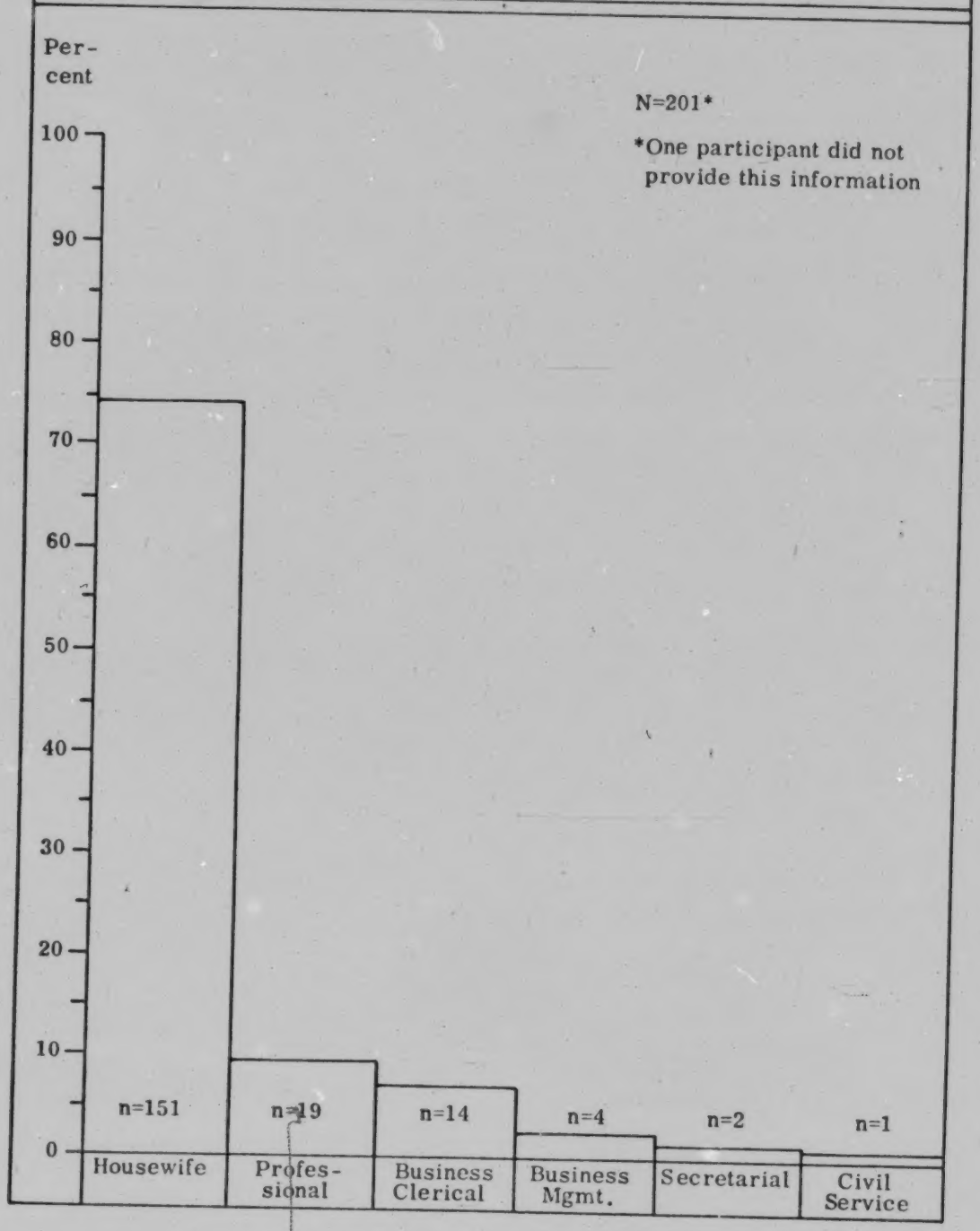
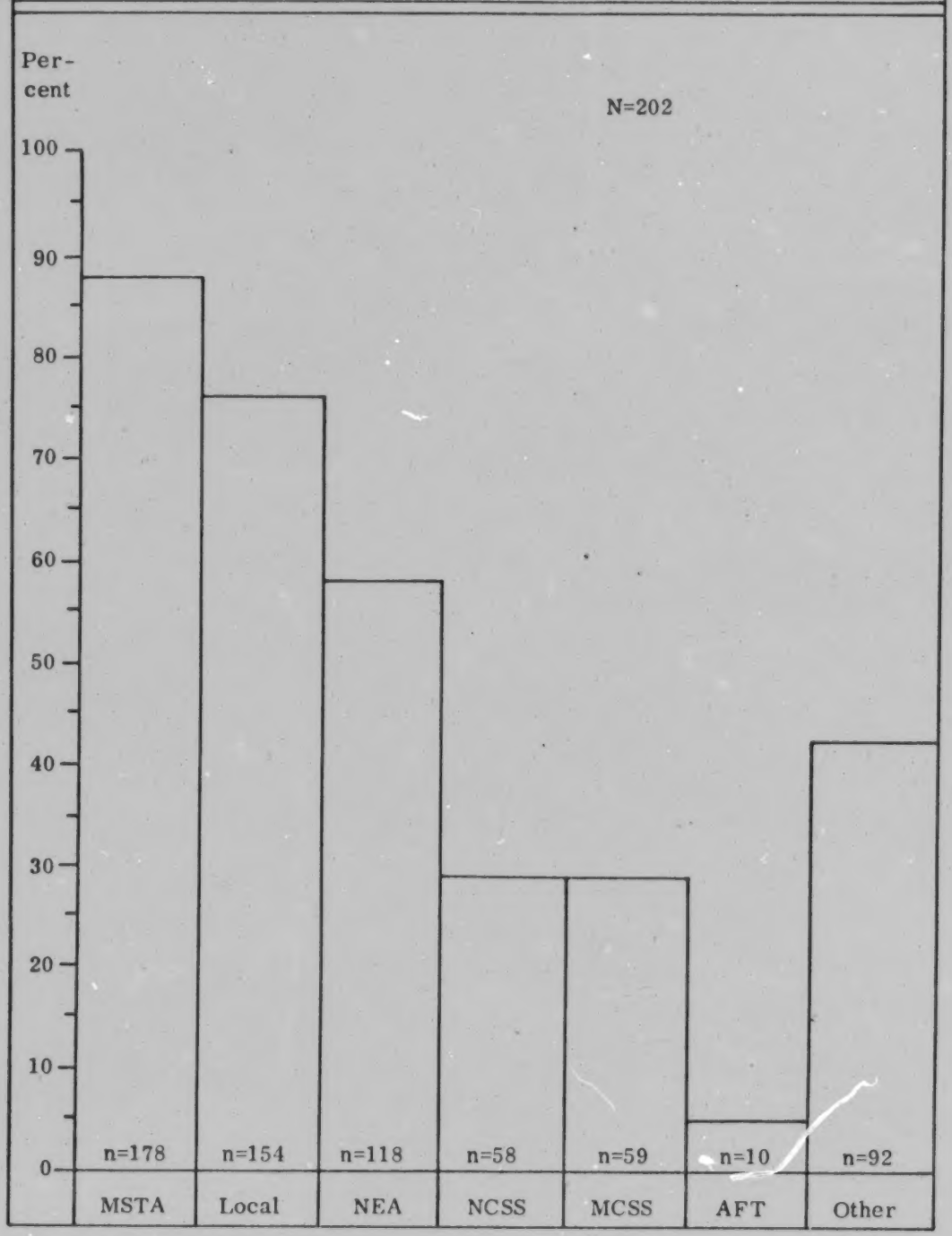


Figure 18

PERSONAL CHARACTERISTICS

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS



Federation of Teachers; and ninety-two, or 42 percent indicated that they belonged to at least one other professional organization.

The fact that less than one-third of the social studies teachers in the sample belong to the National Council for the Social Studies is of special concern to those in the area of social studies curriculum and curriculum development. Much of the information about new curriculum projects in the field of social studies is disseminated by this organization through its publication, Social Education. For the social studies teacher who is striving to keep well-informed on social studies curriculum development, it is especially important. Yet, the large majority of the sample of social studies teachers are not affiliated with this organization. This possibly is a factor which explains why Dumas and Guenther in their study of new curriculum projects in social studies and their use in Missouri and Kansas public high schools found that many projects were unfamiliar to the sample of social studies teachers involved in their study.[112]

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[112]Wayne Dumas and John Guenther, The National Social Studies Projects. Monograph. (Columbia: University of Missouri, 1971).

III. RELATIONSHIP AMONG POLITICAL VALUES AND SELECTED PERSONAL CHARACTERISTICS

The fourth question posed in this study was concerned with the relationships among the political value factor scores and selected personal characteristics of social studies teachers. In answering this question a simple correlation technique was employed. The correlation matrix for this information is found in Table X. Those items with a correlation coefficient of .18 or higher were significant at the .01 level.

Relationships between Political Value Factor I and Personal Characteristics. Factor I was labeled as measuring "liberalism versus conservatism." Five personal characteristics were significantly related to this factor at the .01 level of significance. A correlation coefficient of -.24 was computed with age. This indicates that the older an individual the lower his score on the liberal-conservative scale, or the more conservative he tends to be. Closely related to age are the number of years in teaching and the number of years in the present teaching assignment. Coefficients of -.25 and -.26 respectively were computed for these two variables. In addition to age, the length of time in the community often leads to more acceptance of the status quo, and thus, a more conservative philosophy. A fourth variable which was significant at the .01 level was the size of the high

TABLE X

INTERCORRELATIONS AMONG PERSONAL CHARACTERISTICS AND POLITICAL VALUE SCORES

Factors	Age	Sex	Religion			Size of High School	Number of College Hours
			Protestant	Catholic	Other		
Factor I	-.24*	.13	-.19*	-.06	.06	.21*	-.09
Factor II	-.16	.10	-.10	-.11	.10	.21*	-.02
Factor III	-.15	-.03	-.09	-.02	.05	.26*	.04
Factor IV	-.11	.16	.07	.12	.05	.01	-.14
Factor V	.05	.07	-.20*	-.00	-.13	.02	-.00
Factor VI	-.04	-.04	.11	-.07	.08	.17	-.01
Factor VII	.07	-.13	.09	.05	.05	.12	.11

*Significant at .01 level

TABLE X (continued)

Factors	Size of Community in which reared	Father's Occupation				
		Laborer	Farmer	Profession	Business (manage)	Business (cler.)
Factor I	.09	.03	-.11	-.02	.07	.05
Factor II	.07	.01	-.07	.05	.14	-.05
Factor III	.13	.06	-.11	.04	.04	.04
Factor IV	.28*	.03	.01	.01	.05	.06
Factor V	-.11	-.07	.13	.01	-.05	-.07
Factor VI	.19*	.07	-.20*	.08	.03	.06
Factor VII	.05	.12	.07	.02	.01	.02

*Significant at .01 level

TABLE X (continued)

Factor	Major		Semester hours in social sciences or history	Years in Teaching	Years in Present School	Organizations
	History	Political Science				
Factor I	.04	.07	.17	-.25*	-.26*	.02
Factor II	.00	.00	.06	.19*	.18*	.03
Factor III	.14	.02	.15	-.11	-.09	.09
Factor IV	.00	.08	.10	.04	.01	-.05
Factor V	.02	-.08	-.05	.02	.00	-.03
Factor VI	.04	.10	-.00	-.04	-.02	.09
Factor VII	-.05	-.08	-.04	.07	.08	-.01

*Significant at .01 level

school in which social studies teachers taught. A correlation coefficient of .21 was computed for this variable. The respondents who taught in larger high schools scored higher on the liberal side of the scale than those who taught in smaller high schools. A fifth variable which was significant at the .01 level was religion. A correlation coefficient of -.19 was computed for Protestant. This implies that the Protestants who were a part of the sample were more conservative than other religious groups. This is consistent with the findings of that reported by Robinson, Rusk, and Head in the review of the literature.[113]

Relationships Between Political Value Factor II and Personal Characteristics. Only three variables were significant at the .01 level with this factor which measures centralization of governmental power and responsibility versus decentralization of government power and responsibility. The size of the high schools in which respondents were teaching had a correlation coefficient of .21. Respondents in larger high schools were more likely to score higher on centralized government than their counterparts in small high schools. The number of years of teaching and the number of years in their present teaching assignment had correlation coefficients of .19 and .18 respectively. A respondent who had taught a greater

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[113]Robinson, Rusk, and Head, op. cit., p. 54.

number of years, and those who had been teaching in their present assignment a longer period of time tended to favor centralized government.

Relationships Between Political Value Factor III and Personal Characteristics. Factor III measured "free economy versus controlled economy." The only variable significantly related at the .01 level to this factor was the size of the high school in which the respondents taught. A correlation coefficient of .26 was computed. This implies that an individual who taught in a larger high school tended to believe more strongly in a controlled economy. This is consistent with the finding that those who teach in larger schools also seem to favor more centralization of governmental power and responsibility. It also seems consistent with the finding that those in larger high schools tend to reflect more liberal values.

Relationships Between Political Value Factor IV and Personal Characteristics. Factor IV measured "government regulated birth control measures versus individual controls." Only one variable was significantly related to this factor. This was the size of the community in which the respondent was raised. A correlation coefficient of .28 was computed. The smaller the community in which the respondent was raised the less likely he was to favor government regulated birth control measures. It may be that individuals who were reared in smaller communities

were not as directly involved with the problems of over-population or overcrowding as were individuals in urban areas. This becomes more significant when a further analysis of the data shows a correlation coefficient of .30 between the size of the community in which the respondent was reared and the size of the high schools in which he now teaches. The people reared in smaller communities have remained in areas which are somewhat similar in size to those of their youth. The people reared in larger communities have been inclined to stay in areas of comparable size. This indicates that the people reared in smaller communities still have not been as exposed to the problems of population and population control as those raised in more urban areas.

One of the surprising things in regard to this factor was that religions were not significantly related. It might be expected that Roman Catholics would be very unreceptive to government regulations in this area. However, this was not the case. Regardless of the respondents religious background they are evenly divided on the issue. This infers that decisions in relation to this issue are not governed nearly as much by the teachings of specific religions as may have been true in the past.

Relationships Between Political Value Factor V and Personal Characteristics. Factor V measured "concern for the underprivileged versus self interest." Only one variable was significantly related to this factor, and this was Protestant. A correlation coefficient of -.20 was computed. This would indicate that those who were Protestants would score higher on self interest than on concern for the underprivileged. The explanation for this is not entirely clear, although it may reflect the "Protestant Ethic" which has been so evident in our society. If the assumption is made that concern for underprivileged groups is a liberal view, then this is consistent with the finding that Protestants tend to be more conservative than other religious groups.

Relationships Between Political Value Factor VI and Personal Characteristics. Factor VI measured "dissent versus acquiescence." Two variables had a correlation coefficient high enough to be significant at the .01 level. One was the size of the community in which the individual was reared. A coefficient of .19 indicates that those who were reared in larger communities placed greater value on dissent than those reared in smaller communities. The second variable was the occupational category of "farmer." A coefficient of -.20 was computed with this variable. The relation between these two variables is fairly apparent. It is assumed in this situation that it is the size of the

community which is the basis for the belief rather than the father's occupation. It is not unexpected that those who were reared in smaller communities would place less value on dissent than those who were reared in larger communities. The direct contact with situations which cause much dissent are less frequent in smaller communities, and much of their contact with dissent itself is vicarious and often develops negative attitudes toward it.

Relationships Between Political Value Factor VII and Personal Characteristics. Factor VII measured "national prestige versus concern for domestic welfare." There were no personal characteristics which were significantly related to this factor.

IV. POLITICAL INVOLVEMENT SCORES

The political involvement scale was constructed in an attempt to determine the type and amount of political participation of social studies teachers in Missouri. The responses, which were "yes" and "no," were assigned values of one and zero respectively. Table XI indicates the total negative and positive responses and the percentages for each question asked. The mean score on the political involvement scale was 10.82.

Because of the implications which some of the responses have for curriculum development in the social studies and for the teaching profession generally, further

TABLE XI

RESPONSES TO POLITICAL INVOLVEMENT SCALE PRESENTED IN TOTAL NUMBERS AND PERCENTAGES OF "YES" AND "NO" RESPONSES

Question	Yes	Percent	No	Percent
1. Have you ever actively worked for a political candidate by making telephone calls, writing letters or other similar activities?	107	.53	94	.47
2. Have you ever served on any civic commission or boards in your local community?	57	.28	145	.72
3. Have you ever run for a public office?	7	.03	195	.97
4. Have you ever held a public office (either elected or appointed)?	17	.08	174	.92
5. Have you ever actively worked in your community for passage of a bond issue or tax levy for non-educational purposes?	97	.48	105	.52
6. Have you ever actively worked in your community for passage of a bond issue or tax levy for educational purposes?	152	.75	50	.25
7. Did you vote in the last election in Missouri which dealt with consitiutional amendments?	173	.87	26	.13
8. Have you ever attended a meeting of the local government in your community?	113	.56	89	.44
9. Did you vote in the last primary election for which you were eligible?	167	.84	32	.16
10. Are you a registered voter?	194	.96	8	.04

TABLE XI (continued)

Question	Yes	Percent	No	Percent
11. Have you ever attended a meeting of the General Assembly of Missouri?	75	.37	127	.63
12. Did you vote in the last city or county election?	162	.81	39	.19
13. Have you ever attended a senate or house committee hearing in the state of Missouri?	58	.29	143	.71
14. Have you ever written your representative or senator (either state or federal) more than twice?	128	.63	74	.37
15. Did you vote in the last congressional election?	178	.88	24	.12
16. Have you ever attended a meeting of a political party?	108	.53	94	.47
17. Have you ever worked in any campaign fund (such as United Fund, etc.) in your community?	117	.58	85	.42
18. Do you belong to a political party and work actively in it?	55	.28	145	.72
19. Have you ever participated in any peaceful demonstrations, such as civil rights, anti-war, etc.?	39	.20	163	.80
20. Did you vote in the last school election?	167	.83	35	.17

comments and analysis of this scale seem justifiable at this point.

The largest number of "yes" responses was given to item 10 which asked if the respondent were a registered voter. Ninety-six percent replied "yes" to this question. The fewest number of "yes" responses was given to item 3 which asked if the respondent had ever run for a public office. Seven, or 3.4 percent responded "yes." However, seventeen, or 8 percent of the sample responded that they had held either an elected or appointed office. This is a greater percentage than might be expected from reading the literature about the lack of involvement on the part of teachers in the political activities of the community.

Although a larger number of social studies teachers indicated having attended a meeting of the local government than probably would be found in a random sampling of the community, it is somewhat surprising to discover that almost one-half of the subjects have not attended meetings of their local government. Equally as surprising is the relatively small percentage who have never attended a meeting of the General Assembly or a senate committee hearing in the State of Missouri. Based on the premise that one can better understand the ways in which government functions if he is more actively involved, then it would seem that in preparation of social studies teachers, this could be an important facet of their training. The

difficulty in implementation of such a program is recognized, but consideration should be given to means and methods of incorporating practical experiences in government in the already existing curriculum.

Directly related to the issue of being involved in the political functioning of a community and state is the involvement, or lack of it, within political parties. Again, this is undoubtedly a larger percentage than would be found in the community at large, but, if participation in the democratic process is desirable and necessary, then it would seem that more active involvement in political parties is required. If teachers do serve as models, and if active participation on the part of all citizens is desirable, more active participation by social studies teachers could have some desirable consequences.

The number of social studies teachers who were involved in the work of political parties was higher than that reported by Cook and Greenhoe[114] in 1939-41, and their participation in citizenship activities other than voting was much higher than that of teachers in Tampa, Florida, which was reported earlier in this study.[115]

Generally speaking, the amount of political

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[114]Charters, op. cit., p. 768.

[115]Stiles, op. cit., p. 122.

involvement of social studies teachers was greater than was expected.

V. THE RELATIONSHIP OF POLITICAL VALUE SCORES AND PERSONAL CHARACTERISTICS TO POLITICAL INVOLVEMENT SCORES

The final question posed in this study was "What is the relationship of political values and personal characteristics to the amount of political involvement of social studies teachers?" A simple correlation matrix and multiple regression equation were computed to answer this question. Table XII shows the correlation coefficients between political involvement scores and the predictor variables, political value scores, and personal characteristics.

Six variables which were significant at the .01 level of significance were: age; number of college hours; number of college hours in social studies; years teaching experience; years in present teaching assignment; and number of organizations to which the respondents belonged. Of these six variables four of them (age, number of college hours, years teaching experience, and number of years in present teaching assignment) all seem to be dependent on one factor alone--age. Furthermore, the intercorrelation between age and number of organizations to which social studies teachers belonged is .31. This implies that this is also an age-linked variable. If the assumption is

TABLE XII

CORRELATIONS OF POLITICAL INVOLVEMENT SCORES WITH SELECTED PERSONAL CHARACTERISTICS AND POLITICAL VALUE SCORES

Personal Characteristics	Political involvement score
Age	.47*
Sex	.17
Religion:	
Protestant	.09
Roman Catholic	.01
Other	.05
High School Size	.08
College Hours	.23*
Community Size in which raised	.00
Father's Occupation	
laborer	.12
farmer	.02
professional	.00
business (management)	.05
business (clerical)	.09
History major	.17
Political Science Major	.07
Semester Hours in Social Studies	.20*
Years Teaching Experience	.50*
Years in Present Assignment	.41*
Professional Organizations	.33*
Factor I	-.11
Factor II	.08
Factor III	.06
Factor IV	.03
Factor V	.03
Factor VI	.02
Factor VII	.02

*significant at .01 level

correct that the underlying factor for all of these variables is age, then only one other variable remains, and that is the number of college hours in social studies. The relationship of the number of college hours in social studies to political involvement is not clearly defined. One possible explanation is that more academic work in the area of social studies may serve as a stimulus for more political involvement. As individuals become more knowledgeable about political processes, this may serve as a stimulus for more extensive political involvement. A second alternative is that as a result of taking a greater number of courses in the area of social studies, the chances are increased that individuals have been required to participate in some of the activities which were referred to in the political involvement scale.

One of the reasons for age being such an important factor in the amount of political involvement was that the political involvement scale was constructed in such a manner that it actually measured cumulative political involvement rather than current political involvement. Thus, those variables which are age-linked consistently relate significantly to the amount of political involvement.

As stated earlier in this section, a multiple regression equation was also computed to provide further information about the relationships of political value scores and personal characteristics to political

involvement. Using this statistical procedure would provide the information which was necessary for establishing an equation which could be used in predicting the amount of political involvement of social studies teachers, and it would also identify the unique contributions of each of the variables to the amount of political involvement of social studies teachers. It was for the latter reason that this technique was used in this study. With this information it can be determined how much of the variance is dependent upon or predicted by the variables which are included in the final equation. The variables, b coefficients, beta weights, standard error of measurement, final F value for each variable, and the contribution each variable makes after entry into the equation are found in Table XIII.

This table indicates that the combination of variables accounted for 34 percent of the variance. Each of the six items which were included in the final equation had an F level which was significant at the .01 level. They were as follows: (1) the number of years teaching experience; (2) an undergraduate major in history; (3) number of professional organizations to which the individual belonged; (4) age; (5) father's occupation was business (clerical); and (6) an undergraduate major in political science.

TABLE XIII

REGRESSION OF PERSONAL CHARACTERISTICS AND POLITICAL VALUE SCORES ON POLITICAL INVOLVEMENT

Predictor Variables (Items)	B	Beta Weights	Standard Error	Final F*	R^2 after entry
Years Teaching	.97	.29	.32	9.22	.25
History Major	1.46	.17	.55	7.04	.28
Organizations	.32	.13	.16	3.87	.30
Age	.68	.20	.32	4.58	.31
Father's Occupation Business (clerical)	2.46	.11	1.35	3.34	.33
Political Science Major	2.08	.11	1.17	3.16	.34

*All final F values are significant at the .01 level

Since the last two variables mentioned were categorical variables, it is questionable whether they should be given much credence in this equation in that only seven such cases were involved in variable 5 (father's occupation) and only twelve such cases were involved in variable 6 (political science major).

In attempting to understand and explain the reasons why these variables were the most predictive of political involvement, it is first necessary to comment on the political involvement scale. The questions on this scale were stated in such a fashion that political involvement responses could and did span the lifetime of the respondent. Therefore, an individual could respond "yes" to a question although he had not been involved in that particular activity for years. If a time restriction had been placed on the behavior being tested the scale would have measured more accurately what it was intended to measure. Therefore, this may be one of the reasons that the number of years which the individual has taught contributes 25 percent of the variance in the final regression equation. These individuals have had more years to participate in political activities within the community. An intercorrelation between the number of years of teaching and the number of years they have been in their present teaching assignment of .81 indicates that not only have these individuals been teaching longer, but they have resided

in the same community for a longer period of time and are more permanently established within their local communities. Another explanation for the unique contribution of this variable may be that there is a significant correlation at the .01 level between this variable and number of college hours, and a significant correlation at the .01 level between number of college hours and amount of political involvement. Since some research indicates that there is a strong relationship between amount of formal education and political participation, and since these individuals who have taught more years also have had more formal education, this may be the most reliable explanation of the unique contribution of this factor.

The underlying reason for the inclusion of an undergraduate major in history as a predictor variable is not entirely clear. History majors do have more semester hours in social studies, and, thus, have greater knowledge of historical periods which have shown the efficacy of political involvement. The comprehension of their potential political power may therefore be a stimulus for greater political involvement.

The number of organizations to which one belongs is not a surprising predictor of political involvement. Those who belong to a greater number of professional organizations are also many of the same individuals who are the most politically involved.

The fact that age and number of years of teaching experience are both in the regression equation indicate that both make a unique contribution to the amount of political involvement. It is not exactly clear how the age factor is different from years of teaching experience. However, one possible explanation is that there was a significant relationship between sex and political involvement at the .05 level. The positive correlation between age and sex indicates that older individuals tended to be female, and the relationship between sex and political involvement indicated that females tended to be more politically involved. Thus, it may well be that the age factor makes a unique contribution because of the sex variable.

As indicated earlier the intended purpose of the multiple regression analysis was to determine which variables made a unique contribution to the amount of political involvement of the sample of social studies teachers. If political involvement were actually an extension of the political values which individuals hold, then the political value factor scores would be among the variables in the final multiple regression equation as unique contributors to the amount of political involvement. Since none of the political value factor variables are in the final equation, any generalizations made that political values which individuals hold are an important predictor

of political involvement are not substantiated by the data collected and analyzed in this study. The only predictors found which were reliable predictors of political involvement were: (1) years teaching experience; (2) undergraduate major in history; (3) number of organizations to which the sample belonged; and (4) age. Two others were categorical variables: political science major and father's occupation; and the number of cases in each was insufficient to place much confidence in their predictive ability. The predictor variables which were in the final regression equation contributed only 34 percent of the variance. Therefore, the source of 66 percent of the variance was unaccounted for when using the personal characteristics and political value scores measured in this study.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The primary purpose of this study was to gather data concerned with the political values held by Missouri high school social studies teachers and to develop from this data a profile of the political values of this sample. In order to accomplish this, it was first necessary to construct, validate, and determine the reliability of a fifty-item Political Value Scale. This instrument and others constructed were directed toward answering the following questions:

1. What political value factors actually constitute the Political Value Scale?

2. What are the political values held by Missouri high school social studies teachers on each of the identified political value factors, both in terms of central tendency and distribution?

3. What are the personal characteristics of the selected sample of Missouri high school social studies teachers with regard to each of the following: age; sex; race; religion; professional training; number of years of teaching experience; number of years in present teaching assignment; undergraduate major; size of community in which participant was raised; size of high school in which

employed; parents' occupations during youth; and the number of professional organizations in which membership is claimed?

4. What is the relationship between each of the above stated personal characteristics of the sample and the identified political value factors?

5. To what extent do Missouri high school social studies teachers participate in politics?

6. What is the relationship (simple and multivariate) between a political participation dependent variable and the following independent variables: each identified political value factor and each of the above named personal characteristics?

Three instruments were constructed and used in collecting the data with which to answer these questions. One was a personal data sheet which was designed to gather background information about social studies teachers. The second was a political value scale which was constructed to assess the political values which Missouri high school social studies teachers hold. The final instrument was a political involvement scale which was designed to determine the amount of political involvement of social studies teachers.

The sample population in this study was social studies teachers in Missouri public high schools. Because of the length of the instrument and the fact that the issues

with which it was concerned might be threatening to some individuals, cluster sampling was employed. By using cluster sampling, it was possible to meet with the teachers involved in the study, explain the nature of the research, and administer the questionnaire without the names of the participants being involved. In order to secure a sample of 200 social studies teachers, twenty-nine high schools were randomly selected and contacted, and the cooperation of the social studies teachers in those schools was requested. Of the original twenty-nine schools which were contacted, twenty-four participated in the study, and the number of social studies teachers who served as the sample was 202.

I. SUMMARY OF FINDINGS

The purpose of this section is to present answers to the questions originally posed on pages two and three of Chapter I. In addition to answering the specific research questions which were posed, a test-retest method for computing reliability was utilized and a reliability coefficient of .82 was established, and a varimax factor analysis was performed to establish valid measurement of the political value referents for the Political Value Scale. Each research question will be restated, and the major findings which relate to that question will be reported.

What political value factors actually constitute the Political Value Scale?--Seven significant political value factors were identified through a varimax factor analysis. These were as follows: (1) Liberalism versus Conservatism; (2) Centralization of Governmental Power and Responsibility versus Decentralization of Governmental Power and Responsibility; (3) Free Economy versus a Controlled Economy; (4) Government Regulated Birth Control Measures versus Individual Controls; (5) Concern for Underprivileged Groups versus Self Concern; (6) Dissent versus Acquiescence; and (7) Concern for National Prestige versus Concern for Domestic Welfare.

What are the political values held by high school social studies teachers in Missouri on each of the identified political value factors?--The Political Value Scale was used in answering this question. A 5 point Likert-type scale was used in scoring. The mid-point of this scale was 3. Any mean score which was above or below 3 was considered to be indicative of a value preference on one side of the dichotomy.

Liberalism versus Conservatism. On this factor the mean score of social studies teachers was 3.5. Since any score above 3 was on the liberal side of the continuum, this score indicates that social studies teachers in the sample were more liberal than conservative. The distribution of scores on this factor reveals that no social

studies teachers had scores which reflected extreme conservatism. However, eleven of the sample scored in the interval of 4.5-5.0 which indicates extreme liberalism. Figure 1 shows the distribution of scores on this factor to be skewed toward the liberal side of the continuum.

Decentralization of Governmental Power and Responsibility versus Centralization of Governmental Power and Responsibility. The mean score on this factor was 2.9. This indicates that the sample claimed a slight preference for decentralization of governmental power and responsibility. The distribution of scores on this factor reveals that the sample was rather evenly distributed across the continuum, although as the mean score would indicate, the scores were slightly skewed toward the side of the continuum which placed value on decentralization. Extreme positions on this value were almost evenly balanced as nine individuals scored between 1.0-1.5 and ten individuals scored between 4.6-5.0. For further analysis of the scores on this factor, see Figure 2.

Controlled Economy versus Free Economy. The mean score on this factor was 3.5. Any score above 3 would indicate that a controlled economy was seen as having greater value than a free economy. Thus, social studies teachers in the sample placed greater value on a controlled economy than a free economy. The distribution of scores shows that only 3 individuals scored extremely low on this

factor, but twenty-one scored high on the scale as indicated in Figure 3. The scores on this factor are skewed toward "controlled economy," in that only seventeen individuals scored below 2.6.

Government Regulated Birth Control Measures versus Individual Controls. A high score on this factor indicated that a greater value was placed on individual controls than on government controls. The mean score was 3.6. Social studies teachers in the sample preferred individual controls to government controls. The distribution of scores on this factor, while skewed toward the end of the continuum which reflects individual control, reveals that twelve persons in the sample scored between 1.0-1.5, indicating that at least this many people in the sample strongly believe in government regulated birth control measures. About three times as many people in the sample scored extremely high on individual controls as on government controls with thirty-seven individuals scoring between 4.6 and 5.0. For complete analysis of the scores on this factor see Figure 4.

Concern for the Underprivileged versus Self Concern. A low score on this factor indicated that self concern was more important in one's value system than concern for the underprivileged. The mean score on this factor was 3.26. Thus, self concern was placed lower in the value hierarchy than concern for the underprivileged. The distribution of

scores on this factor as seen in Figure 4 shows that seventy-one of the sample scored on the side of the continuum which indicates self concern, but of that number only eight scored below 2. On the other end of the continuum however, fifty-six of the sample scored above 4. This indicates that a far larger group was found that strongly agreed with the value of concern for the underprivileged than those who strongly disagreed.

Dissent versus Acquiescence. Any score on this factor above 3 indicates that a higher value was placed on dissent than on acquiescence. A mean score on this factor of 3.07 indicates that although there was a slightly greater value placed on dissent than on acquiescence, the scores were rather evenly distributed over the continuum. Even though the mean score indicates a slight preference for dissent, the distribution of scores on this factor shows that twice as many individuals in the sample strongly agreed with acquiescence as a value as did those who strongly agreed with dissent. See Figure 6 for distribution of scores on this factor.

National Prestige versus Concern for Domestic Welfare. A low score on this factor indicates that individuals in the sample placed a greater value on domestic welfare than national prestige. A mean score of 2.6 was computed on this factor which indicates a greater concern for domestic welfare than for national prestige within

the sample of social studies teachers in this study. Only six individuals had mean scores of 4 or above on this factor, whereas, sixty-five had mean scores of 2 or below. Figure 7, which shows the distribution of scores on this factor, indicates that the curve is skewed toward the end of the continuum which reflects a concern for domestic welfare.

What are the personal characteristics of the selected sample of Missouri high school social studies teachers with regard to each of the following: age; sex; race; religion; professional training; number of years of teaching experience; number of years in present teaching assignment; undergraduate major; size of community in which participant was raised; size of high school in which employed; parents' occupations during youth; and the number of professional organizations in which membership is claimed?

Age. The mean age of social studies teachers in the sample was 31.5.

Sex. Sixty-five percent of the sample was male and 35 percent female.

Race. Ninety-seven percent of the sample was white and 3 percent black.

Religion. Seventy-three percent of the sample was Protestant, 14 percent Catholic, .5 percent Jewish, 10 percent listed "none," and 2 percent listed "other."

College hours and hours in Social Sciences. Nineteen percent of the sample had bachelor's degrees, 23 percent had a bachelor's degree plus fifteen hours, 27 percent held master's degrees, 28 percent had work beyond a master's, and 2 percent had a doctorate or hours equivalent. Only 1 percent of the sample had less than fifteen hours in social science, 5 percent had fifteen to twenty-nine hours, 11 percent had thirty to thirty-nine hours, and 82 percent had forty or more hours in the social sciences.

Number of Years Teaching Experience. Forty-two percent of the sample had taught five years or less, 23 percent had taught six to ten years, and 34 percent had taught ten years or longer.

Years in Present Teaching Assignment. Fifty-two percent had taught in their present teaching assignment from one to five years, 22 percent from six to ten years, 18 percent from eleven to twenty years, and 7 percent for twenty or more years.

Undergraduate Major. Fifty-five percent of the sample listed history as their undergraduate major, 3 percent sociology, 5 percent political science, 2 percent economics, 1 percent each in anthropology and geography, and 32 percent listed "other" majors. In the latter group it is assumed that there were many who are social studies majors since that alternative was not provided on the

questionnaire.

Size of community in which participant was raised. Approximately 52 percent of the sample grew up in communities of 10,000 or less, 26 percent in communities of 10,000 to 100,000, and 23 percent grew up in communities of 100,000 and above.

Size of high school in which participants were employed. Ten percent of the sample was employed in high schools of 500 or less, 29 percent in high schools of 500-1500, 39 percent in high schools of 1500-2500, and 22 percent in high schools whose population was over 2500.

Father's Occupation. Thirty-seven percent of the sample reported that their fathers were laborers, 19 percent farmers, 13 percent professionals, 24 percent in business, 3 percent in civil service, 1 percent in military service, and 1 percent listed "other."

Mother's Occupation. Seventy-four percent of the sample listed their mother's occupation as housewife, 9 percent in professions, 9 percent in business, and 2 percent in civil service or secretarial work.

Professional Organizations. The mean number of organizations to which the sample belonged was 3.3. The three organizations to which the highest percentage of the sample belonged were the Missouri State Teachers' Association, National Education Association, and their local education association. Only 29 percent belonged to the

National Council for the Social Studies. The American Federation of Teachers had the lowest membership with only 5 percent of the sample belonging to this organization.

What is the relationship between the political value scores and age, sex, religion, professional training, parents' occupation, size of community in which raised, number of years in teaching, number of years in present teaching position, undergraduate major and number of professional organizations in which membership is claimed?

Factor I. The personal characteristics which were significantly related to this factor at the .01 level were: age (.24); Protestant religion (.19); high school size (.21); years teaching experience (.25); and number of years in their present teaching assignment (.26). The older the participant, the longer he had taught, the longer he had been in his present teaching assignment, and the smaller the high school in which he taught, the more likely he was to score on the conservative side of the scale.

Factor II. The personal characteristics which were related to this factor at the .01 level of significance were size of high school in which the participant taught (.21), years teaching experience (.19), and number of years in his present teaching assignment (.18). The larger the high school, the longer he had taught, and the longer he had been teaching in his present teaching

assignment, the more likely he was to favor centralization of governmental power and responsibility.

Factor III. The only personal characteristic which was related at the .01 level of significance to this variable was the size of the high school in which the participant taught (.26). Those who taught in larger high schools tended to value a controlled economy, whereas, those who taught in smaller high schools tended to value a free economy.

Factor IV. The only variable which was related significantly at the .01 level to this factor was the size of the community in which one was raised (.28). Those who were raised in smaller communities were more inclined to value individual controls, and conversely, those who were raised in larger areas were more likely to value government regulated birth control measures.

Factor V. The only variable which was significantly related to this factor at the .01 level was Protestant religion (-20). Protestants were more likely to place less value on concern for the underprivileged than those who were not Protestants.

Factor VI. Two variables related to this factor at the .01 level of significance. These were size of community in which the participant was raised (.19), and father's occupation (farmer) (-.20). The relation between the two is obvious, and it was found that those who were

reared in small communities placed less value on dissent than did their counterparts who were raised in larger communities.

Factor VII. There were no personal characteristics which were related significantly to this value factor.

To what extent do Missouri high school social studies teachers participate in politics? On the Political Involvement Scale which measured this behavior, it was possible to score a total of twenty points. The mean score of the sample in this study was 10.82. As age increased so did the amount of political involvement. The mean scores for the age intervals are: 20-29, 8.70; 30-39, 10.96; 40-49, 12.27; 50-59, 13.95; and 60-65, 14.63. The mean score was higher for females on three of the five age groups. The two exceptions were in the age groups 40-49 and 60-65. The largest percent of "yes" responses (96 percent) was in response to the question which asked if the participant were a registered voter. The fewest "yes" responses (3 percent) was to the question, "Have you ever run for a public office?" Eight percent responded that they had held either an appointed or elected office. Seventy-five percent of the sample indicated they had worked actively for bond issues and tax levies for education purposes, but only forty-eight percent said they had worked for bond issues and tax levies for non-educational purposes. Thirty-seven percent had attended a meeting

of the General Assembly or a senate committee hearing in the State of Missouri. Twenty-eight percent of the respondents belonged and worked actively within a political party. For a complete analysis of the questions on this scale see Table XI.

What is the relationship between the political value scores, sex, age, religion, professional training, parents' occupation, size of community in which raised, number of years in teaching, number of years in present teaching assignment, undergraduate major, membership in professional organizations and the political involvement scores?--A correlation matrix indicated that the following variables were significantly related to the political involvement scores at the .01 level: (1) age; (2) number of college hours; (3) semester hours in social sciences; (4) years teaching experience; (5) years in present teaching assignment; and (6) number of professional organizations to which social studies teachers belonged.

The final multiple regression equation included six variables which were significant at the .01 level. These were: (1) number of years of teaching experience; (2) history major; (3) number of professional organizations to which participant belonged; (4) father's occupation (business, clerical); (5) political science major; and (6) age. Since variables four and five were categorical variables, and the number in each positive category was

small, it is questionable whether they should be identified as valid predictors.

II. CONCLUSIONS

Based on the assumption that the sampling of social studies teachers was representative of high school social studies teachers in Missouri in grades 9-12, the following conclusions are offered in regard to the political values and political involvement of social studies teachers and the ways in which they relate to their personal characteristics.

1. The factor analysis of the Political Value Scale established it as a valid instrument for the measurement of seven political value areas.

2. A reliability coefficient of .82 established through a test-retest procedure, established the Political Value Scale as a reliable instrument for measuring political values.

3. Social studies teachers in Missouri high schools tend to hold more liberal political values than conservative political values. If the social studies teacher is older, teaches in a smaller high school, has taught a greater number of years, taught a longer period of time in his present teaching assignment, and is Protestant, he is less likely to hold liberal political values than conservative political values.

4. Social studies teachers in Missouri high schools tend to place slightly greater value on decentralization of governmental power and responsibility than on centralization. However, those who teach in larger high schools, who have more years teaching experience, and who have taught longer in the same school are less likely to value decentralized governmental power and responsibility than their counterparts.

5. Social studies teachers in Missouri high schools place a greater value on a controlled economy than a free economy. (This appears inconsistent with the finding that they also value decentralization of governmental power and responsibility.) Those social studies teachers who teach in larger high schools are more likely to favor both a controlled economy and centralization of governmental power and responsibility.

6. Social studies teachers in Missouri high schools tend to place greater value on welfare of underprivileged groups than on self-interests. However, those who are Protestants are more likely to place greater value on self-interests than those who are non-Protestant.

7. Social studies teachers in Missouri high schools appear to be evenly divided over the value of dissent. Those who were raised in larger communities see more value in dissent than do those who were raised in smaller communities.

8. Social studies teachers in Missouri high schools place more value on domestic welfare than they do on maintenance of national prestige. No personal characteristics could be identified which aid in determining whether the individual will favor one of these over the other.

9. The cumulative range of political involvement on the part of social studies teachers in Missouri is higher than literature regarding this issue seems to indicate that it is for teachers in general.

10. The cumulative range of political involvement of social studies teachers in Missouri high schools cannot be predicted from the political values which they hold.

11. Social studies teachers in Missouri who have the greater amount of cumulative political involvement are those who have taught the greater number of years, belong to the greater number of professional organizations, are older, and those who have an undergraduate major in history.

III. RECOMMENDATIONS

The following recommendations concerning further areas of research and implementation of the present study are as follows:

1. The Political Value Scale, with modifications suggested by the results of the factor analysis and the individual item reliability coefficients, may serve as a useful instrument for further study of political values.

2. Further research studies should be designed to determine the relationships between political values held by social studies teachers and the intent of those teachers with regard to indoctrinative versus value analytic objectives; the relationship between each of the above and explicit classroom behavior of those teachers; and the relationship of all of the above with student tendencies toward convergence or divergence with the political values of their teachers.

3. Research is also needed to determine what is needed in regard to the amount and quality of pre-service and in-service education now provided for social studies teachers to aid them in developing skills to deal with political values in the classroom. If such research indicates that social studies teachers are not receiving adequate training in dealing with value issues, and subsequently are not dealing effectively with political

values in the classroom, then colleges of education and local school systems would be well-advised to concentrate on developing programs which will fulfill this need.

4. An instrument for determining political involvement should be constructed which will measure the level of current political activity rather than a cumulative range of involvement, which was more characteristic of the instrument used in the present study.

5. Since there is a question in the minds of some individuals about the desirability of active political involvement on the part of teachers, it would appear that a study needs to be made to ascertain what positive and/or negative effects, if any, result to teachers, school systems, and the local community when teachers are politically active in the community in which they teach.

6. The inconsistency which seemingly appears among some social studies teachers in Missouri on some political values suggests that it might be desirable to establish workshops which provide social studies teachers the opportunity to investigate different methods of analyzing value conflicts and acquire skills in the use of existing value strategies. Application and utilization of these skills by both students and teachers would be beneficial in aiding them in determining what is actually valued, identifying existing inconsistencies, and determining not only <u>what</u> one values but <u>why</u> he values what he does. If

social studies teachers are to aid students in critically analyzing value issues, it is imperative that they first develop and practice these skills themselves.

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APPENDIX A

University of Missouri - Columbia

212 Education
Columbia, Mo. 65201

COLLEGE OF EDUCATION
Laboratory School

Telephone
314 449-9292

COPY OF INITIAL LETTER SENT TO HIGH SCHOOL PRINCIPALS

I am presently involved in collecting data for a doctoral dissertation concerned with the political values and political involvement of social studies teachers in Missouri. In doing this study, twenty schools have been randomly selected and the cooperation of all social studies teachers in these schools will be requested. Your school is one of those which has been chosen to participate.

With your permission and the approval of the social studies teachers in your school, I would like to contact these teachers and request their cooperation in this study. If this is agreeable with you, I would then like to contact the social studies department chairman, or the individual you would designate for me to contact, to make further arrangements for collecting this data.

One of the reasons for selecting teachers in this manner is that it will enable teachers to participate without their names being involved. This is sometimes threatening, and I would like to eliminate this threat entirely. The data gathered from teachers from each of the schools involved will be computed as a part of the total group, and no one school will be identifiable in the analysis of the data.

Would you please indicate on the enclosed postcard whether or not this is agreeable with you and the social studies teachers in your school. If it is, would you please provide me with the name of the person in your social studies department whom I might contact in regard to this matter.

I will appreciate receiving this information at your earliest convenience and wish to thank you for your cooperation in this endeavor.

Sincerely yours,

Roberta Atwell
Graduate Student

Wayne Dumas
Associate Professor
Graduate Advisor

APPENDIX B

University of Missouri - Columbia

212 Education
Columbia, Mo. 65201

COLLEGE OF EDUCATION
Laboratory School

Telephone
314 449-9292

COPY OF LETTER SENT TO DESIGNATED LEADER
OF SOCIAL STUDIES DEPARTMENT

Dear_____:

Mr._____, the principal at _____school has informed me that the social studies teachers at _____ are willing to participate in my study dealing with political values and political involvement of social studies teachers in Missouri. He has also informed me that I should contact you in making further arrangements for collecting this data.

As I mentioned in my letter to Mr._____this study involves only social studies teachers in Missouri, and I would like to include only those who are spending at least one-half of their time teaching social studies classes.

The questionnaire which I am using for this study has three parts which will need to be completed. One is a personal data sheet, the second is a political value scale which I am trying to develop, and the third part is a political involvement questionnaire. I anticipate that it will take from 20-25 minutes of your time to complete this.

I would like to determine a convenient time at which I could visit with the social studies teachers at your school to explain further my study and collect this data. If you have a regularly scheduled meeting of social studies teachers, perhaps I could meet with you at that time. If you do not have regularly scheduled meetings, hopefully a time can be arranged when it would be convenient for me to meet with you as a group. If, after consulting with the teachers in your department, you can determine a time which will be convenient, I will make definite arrangements to meet with you at that time. If a time cannot be arranged, I will contact you further about arrangements which can be made for collecting this data.

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I am enclosing a postcard on which you may indicate a time when it would be convenient for me to meet with you. I would like to meet prior to May 1, if possible. If it would be desirable to try and make different arrangements for collecting this data would you indicate this in the space provided. After receiving this information, I will contact you again to confirm a date to meet with you.

I appreciate very much your taking time to help me with this study and anticipate meeting you in the near future.

Sincerely yours,

Roberta Atwell
Graduate Student

Wayne Dumas
Associate Professor
Graduate Advisor

APPENDIX C

PERSONAL DATA SHEET

DIRECTIONS--Place the number of your choice in the space provided.

_____1. Age: 1. 20-29; 2. 30-39; 3. 40-49; 4. 50-59; 5. 60-65.

_____2. Sex: 1. male; 2. female.

_____3. Race: 1. Negro; 2. Caucasian; 3. Other.

_____4. Religious preference: 1. Protestant; 2. Roman Catholic; 3. Jewish; 4. none; 5. other.

_____5. Size of High School in which you are employed: 1. 500 or less; 2. 500-1500; 3. 1500-2500; 4. over 2500.

_____6. Which of the following best describes the amount of college education you have had? 1. Bachelor's degree; 2. Bachelor's + 15; 3. Master's degree; 4. Master's + 15; 5. Master's + 30; 6. Ed.D. or Ph.D.

_____7. What was the size of the community in which you grew up? 1. 2500 or less; 2. 2500-10,000; 3. 10,000-25,000; 4. 25,000-50,000; 5. 50,000-100,000; 6. over 100,000.

_____8. Which of the following best describes the occupation of your father (or guardian) during most of your childhood? 1. Laborer; 2. farmer; 3. professional; 4. business (management); 5. business (clerical); 6. military; 7. civil service.

_____9. Which of the following best describes the occupation of your mother during most of your childhood? 1. Laborer; 2. professional; 3. business (management); 4. business (clerical); 5. civil service; 6. secretarial; 7. housewife.

_____10. What was your undergraduate major? 1. history; 2. sociology; 3. economics; 4. political science; 5. anthropology; 6. geography; 7. other.

_____11. How many semester hours do you have in social science and/or history? 1. 15 or less; 2. 15-29; 3. 30-39; 4. 40-49; 5. over 50.

_____12. Number of years you have taught including this year. 1. first year; 2. 2-5; 3. 6-10; 4. 11-20; 5. over 20.

_____13. Number of years in the school system in which you are now teaching. 1. 1-5; 2. 6-10; 3. 11-20; 4. over 20.

_____14. Please check the following organizations to which you belong.

_____American Federation of Teachers

_____National Education Association

_____Missouri State Teachers Association

_____National Council for the Social Studies

_____Missouri Council for the Social Studies

_____Local Education Association

_____Other Professional Organizations

APPENDIX D

POLITICAL VALUE SCALE

DIRECTIONS - Listed below are statements about which we find little agreement. THERE ARE NO RIGHT OR WRONG ANSWERS. Answer by circling the appropriate symbol. Do not spend much time on any one item.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree		
SA	A	U	D	SD	1.	The United States should cooperate fully with smaller democracies of the world and should not regard ourselves as their leader.
SA	A	U	D	SD	2.	All forms of racial and religious discrimination should be made illegal and punishable.
SA	A	U	D	SD	3.	Revenue sharing with no strings attached would be a good policy for the federal government to follow.
SA	A	U	D	SD	4.	The Supreme Court has twisted the constitution to protect criminals at the expense of law-abiding citizens.
SA	A	U	D	SD	5.	Public utilities should be owned and operated by the federal government.
SA	A	U	D	SD	6.	Franklin Roosevelt's economic policies were superior to those of Calvin Coolidge.
SA	A	U	D	SD	7.	The federal government should enact a medical program which would provide adequate medical care for all its citizens.
SA	A	U	D	SD	8.	Support and control of public schools is uniquely a state and local concern.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree		
SA	A	U	D	SD	9.	The United States government should not recognize, nor support, the government of Rhodesia.
SA	A	U	D	SD	10.	America's doors should be opened wide to immigrants from all nations and current restrictive quotas should be abolished.
SA	A	U	D	SD	11.	If the law of supply and demand is allowed to operate freely, the economy will be healthier in the long run.
SA	A	U	D	SD	12.	The first and major responsibility of each citizen should be to make sure his own needs and wants are satisfied.
SA	A	U	D	SD	13.	If we are to have welfare programs, they should be strictly administered by local and state governments rather than the federal government.
SA	A	U	D	SD	14.	Every citizen of the United States should be allowed to express his ideas or beliefs, regardless of what they are.
SA	A	U	D	SD	15.	United States economic aid to underdeveloped countries without any strings attached is a good way to help less fortunate peoples of the world.
SA	A	U	D	SD	16.	Farm price supports are a good way to help keep the economy stable.
SA	A	U	D	SD	17.	Social security taxes should not be imposed on those whose wealth insures their never needing social security benefits.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree		
SA	A	U	D	SD	18.	President Eisenhower's decision to turn over control of off-shore oil reserves to the states was a wise decision.
SA	A	U	D	SD	19.	The quality of education in segregated schools is generally as good as in integrated schools.
SA	A	U	D	SD	20.	The space program should be fully funded in order that America's leadership in the exploration of space be maintained.
SA	A	U	D	SD	21.	The Tennessee Valley Authority should be controlled and managed by private industry.
SA	A	U	D	SD	22.	An individual should not be forced to sell his land to the government in order that public recreation facilities be created.
SA	A	U	D	SD	23.	The federal government should strictly enforce integration in local school districts which are not enforcing it themselves.
SA	A	U	D	SD	24.	The relocation of Japanese Americans during World War II was necessary for national security.
SA	A	U	D	SD	25.	Programs such as the Peace Corp should be abolished.
SA	A	U	D	SD	26.	A National Railway System run by the federal government would be a good way to improve passenger service in the United States.
SA	A	U	D	SD	27.	Tobacco companies should be allowed to advertise on television if they so desire.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree		
SA	A	U	D	SD	28.	Much civil rights legislation passed by the federal government is undesirable in that it infringes upon the rights of state and local governments.
SA	A	U	D	SD	29.	Integration is undesirable if it encourages intermarriage.
SA	A	U	D	SD	30.	George Washington's advice to stay out of foreign alliances is just as wise today as it was then.
SA	A	U	D	SD	31.	The federal government should create jobs for the unemployed.
SA	A	U	D	SD	32.	People should be free to protect injustice by any means which do not result in an injustice greater than the one being protested.
SA	A	U	D	SD	33.	Profits of large industries should be rigidly controlled by the federal government.
SA	A	U	D	SD	34.	Mandatory sterilization would be a desirable way to keep people from having large families when they cannot afford them.
SA	A	U	D	SD	35.	Our country should refuse to cooperate in a total disarmament program even if other nations agreed to it.
SA	A	U	D	SD	36.	The federal government should not intervene when laboring groups, such as dock workers, are out on strike.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree		
SA	A	U	D	SD	37.	Even though busing of students might provide more equal educational opportunities, it ought not to be forced on communities who oppose it.
SA	A	U	D	SD	38.	The high mobility rate in the United States indicates that the federal government should establish uniform voting requirements in all states.
SA	A	U	D	SD	39.	Australia's immigration policy of admitting only Caucasians is probably a better policy than that which we have followed.
SA	A	U	D	SD	40.	The best way to insure peace is to keep the United States stronger than any other nation in the world.
SA	A	U	D	SD	41.	When a company such as Boeing Aircraft is in financial difficulty, it would be a good thing if the government would provide financial aid to that company.
SA	A	U	D	SD	42.	If the problem of over-population is to be overcome the number of children allowed must be controlled by government action.
SA	A	U	D	SD	43.	If pollution is to be controlled in this country it will need to be legislated and controlled by state and local governments.
SA	A	U	D	SD	44.	Jensen's studies at Berkely, which indicate that blacks are intellectually inferior to whites, are probably accurate.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree		
SA	A	U	D	SD	45.	If only one course in social studies could be taken in secondary school, that course should be American History.
SA	A	U	D	SD	46.	Price and wage controls are necessary to stabilize our economy.
SA	A	U	D	SD	47.	The traditional view of women as wives, mothers and domestics is just as desirable today as formerly.
SA	A	U	D	SD	48.	Because we contribute more financially, we should have more power in the United Nations.
SA	A	U	D	SD	49.	The use of electronic devices to secure information about suspect persons is necessary to maintain our democratic way of life.
SA	A	U	D	SD	50.	A "super-board" of Higher Education would be a desirable way of improving higher education.

APPENDIX E

POLITICAL INVOLVEMENT SCALE

DIRECTIONS--Please answer the following questions by circling either yes or no. Answer all of the questions.

yes no 1. Have you ever actively worked for a political candidate by making telephone calls, writing letters or other similar activities?

yes no 2. Have you ever served on any civic commission or boards in your local community?

yes no 3. Have you ever run for a public office?

yes no 4. Have you ever held a public office (either elected or appointed)?

yes no 5. Have you ever actively worked in your community for passage of a bond issue or tax levy for non-educational purposes?

yes no 6. Have you ever actively worked in your community for passage of a bond issue or tax levy for educational purposes?

yes no 7. Did you vote in the last election in Missouri which dealt with constitutional amendments?

yes no 8. Have you ever attended a meeting of the local government in your community?

yes no 9. Did you vote in the last primary elections for which you were eligible to vote?

yes no 10. Are you a registered voter?

yes no 11. Have you ever attended a meeting of the General Assembly of Missouri?

yes no 12. Did you vote in the last city or county election?

yes no 13. Have you ever attended a senate or house committee hearing in the State of Missouri?

yes no 14. Have you ever written your representative or senator (either state or federal) more than twice?

yes no 15. Did you vote in the last congressional election?

yes no 16. Have you ever attended a meeting of a political party?

yes no 17. Have you ever worked in any campaign fund (such as United Fund, etc.) within your community?

yes no 18. Do you belong to a political party and work actively within it?

yes no 19. Have you ever participated in any peaceful demonstration, such as civil rights, anti-war, etc.?

yes no 20. Did you vote in the last school election?

APPENDIX F

APPENDIX F

RELIABILITY COEFFICIENTS FOR POLITICAL VALUE SCALE ITEMS

ITEM	rr	ITEM	rr
1	.75	26	.70
2	.72	27	.93
3	.65	28	.78
4	.63	29	.65
5	.51	30	.68
6	.51	31	.72
7	.60	32	.33
8	.48	33	.60
9	.79	34	.88
10	.62	35	.29
11	.54	36	.69
12	.71	37	.63
13	.33	38	.71
14	.56	39	.76
15	.31	40	.77
16	.32	41	.65
17	.53	42	.76
18	.49	43	.32
19	.61	44	.73
20	.87	45	.75
21	.62	46	.43
22	.47	47	.88
23	.77	48	.75
24	.82	49	.83
25	.26	50	.61

APPENDIX G

APPENDIX G

INTERCORRELATIONS AMONG PERSONAL CHARACTERISTICS OF MISSOURI HIGH SCHOOL SOCIAL STUDIES TEACHERS

	Age	Sex	Protestant	Catholic	Other Religion	High School Size	College Hours	Size of Community in which Reared	Father - Laborer	Father - Farmer	Father - Professional	Father - Business (manager)	Father - Business (clerical)	History Major	Political Science Major	Semester Hours in Soc. Sciences	Years in Teaching	Years in Present Position	Organizations
Age	1.00	.22	.17	-.08	.03	.03	.40	-.10	.20	.16	.05	.05	-.02	.04	-.01	.12	.77	.71	.31
Sex	.22	1.00	.14	-.09	-.05	.03	-.07	.01	-.08	-.04	.05	.15	-.08	.07	.02	.10	.19	.14	.13
Protestant	.17	.14	1.00	-.68	-.26	-.19	.01	.27	.00	.12	.04	.04	-.13	.01	-.12	.09	.17	.11	.19
Catholic	-.08	-.09	.68	1.00	-.07	.11	.03	.29	.04	.09	.07	.04	.07	.01	.23	.08	.09	-.04	-.13
Other Religion	.03	-.05	.26	-.07	1.00	.05	.04	.10	.01	-.08	.06	.07	.14	.05	-.04	.11	.03	.06	-.03
High School Size	.03	.02	.18	.11	.05	1.00	.16	.31	.01	-.20	.12	.01	.00	.10	.02	.11	.02	.04	.19
College Hours	.40	-.07	.01	-.03	.04	.16	1.00	.04	.05	.10	.05	.02	-.02	.04	-.04	.19	.50	.34	.28
Community Size in which Reared	.09	.01	.27	.29	.10	.31	-.04	1.00	.04	-.38	.05	.10	.04	.06	.05	.21	.12	-.08	.002
Father-Laborer	-.20	-.08	.00	.04	.01	.01	-.05	.04	1.00	.37	.30	.40	-.15	.00	.11	-.03	-.14	-.08	-.07
Father Farmer	.16	-.04	.12	-.09	.08	-.20	.10	-.38	.37	1.00	.19	.25	-.09	.03	-.05	-.03	.14	.08	.07
Father-Professional	.05	.04	-.04	-.07	-.06	.12	-.05	.05	.29	-.19	1.00	.20	-.07	.01	-.09	.07	.03	.06	.05
Father-Business (Manager)	.05	.15	.04	-.04	.07	.01	.02	.11	.39	-.25	.20	1.00	-.09	.06	-.06	-.07	.00	.01	-.02
Father-Business (Clerical)	.02	-.08	.13	.07	.14	.00	-.02	.01	-.15	-.09	.07	-.10	1.00	.20	-.20	-.00	.01	.007	-.02
History Major	.04	-.06	.01	.01	.05	.11	.04	.06	.00	-.03	.01	.06	-.20	1.00	-.30	.27	.01	.08	.15
Political Science Major	.01	.01	.11	.23	.04	.02	-.04	.05	.11	.05	.09	.06	.21	.30	1.00	-.07	.03	-.03	-.03
Semester Hours in Social Studies	.12	.10	-.08	.08	.11	.11	.19	.21	.03	-.03	.07	.07	-.00	.27	-.07	1.00	.08	.03	.17
Years Teaching	.77	.19	.17	-.01	.03	.02	.34	-.11	-.14	.14	.03	.00	.01	.01	.03	.08	1.00	.82	.38
Years in Present Position	.71	-.14	.11	.03	.06	.04	.28	-.07	.08	.08	.06	.01	.00	.08	-.03	.03	.81	1.00	.29
Organizations	.31	.13	.19	-.13	-.03	.19	.27	.00	.07	.07	.05	.02	-.02	.15	-.03	.17	.38	.29	1.00